



i-Ready Diagnostic & Instruction: Teacher's Guide

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Introduction


The *i-Ready Diagnostic & Instruction* program is a two-part product that includes an online Diagnostic Assessment and online Instruction. School or district administrators can choose to purchase the entire program to assess math and reading skills and generate unique instruction plans for every student. But the program is also available without the online Instruction component.

The Diagnostic assessment will pinpoint your student's needs in reading and math down to the domain and sub-skill level by using sophisticated adaptive logic, and a bank of thousands of test items. Chapter 2 in this guide can help you prepare yourself and your students for the reading and math assessments.

Once the assessments have been completed, the Instruction component of the *i-Ready* program takes over, automatically placing students in lessons targeted to their specific needs.

If you do not have the *i-Ready Instruction* component, you will still find the numerous reports, and classroom instructional resources derived from the Diagnostic of great value in differentiating instruction for your students.

If You Have Only *i-Ready Diagnostic*

If your district or school system purchased only the Diagnostic portion of the *i-Ready Diagnostic & Instruction* program, you will have access to the Diagnostic Assessment, Reports, and Resources, but not to the *i-Ready Instruction* lessons. You'll still have access to Tools for Instruction and other teacher-led instructional guidance. That also means that you will only need to reference particular parts of this Teacher's Guide. Look for this symbol  throughout the Teacher's Guide, which indicates sections that you can bypass. **Those of you who have the complete *i-Ready Diagnostic & Instruction* program may ignore this logo, since the entire Teacher's Guide applies to you.**

This Guide Is Your Reference Tool

Don't feel you have to read this guide cover to cover just to get started with *i-Ready*. The program is user-friendly for both teachers and students. Refer to the appropriate chapter of this guide to get yourself oriented, and to find answers to specific questions:

- **Chapter 1** presents a brief overview of the *i-Ready Diagnostic & Instruction* program, as well as some important items to note before you begin using *i-Ready*.
- **Chapter 2** provides some background on the development and design of the *i-Ready Diagnostic*, describes in detail how to prepare to administer it, and offers tips and checklists to help you before, during, and after administering it.
- **Chapter 3** explains how to read student results from the Diagnostic, and gives detailed descriptions of the various reports and how to use them.
- **Chapter 4** describes how the data obtained from the Diagnostic is used by the *i-Ready Instruction* component to create a unique plan for each student. If you have only the Diagnostic portion of the program, the Diagnostic results can still be very helpful in creating differentiated instruction for your students.
- **The Appendices** provide detailed, step-by-step information on every aspect of the Teacher Application in *i-Ready*.

Chapter 1: Getting Started with *i-Ready* Diagnostic & Instruction

This chapter provides a brief overview of the *i-Ready* program, as well as some important items to note before starting.

The Major Components of *i-Ready*

Diagnostic Assessment

- Built on the Common Core State Standards, but also reports out on individual state standards.
- Diagnostic Assessment is adaptive to each student and automatically diagnoses individual student strengths and weaknesses.
- Serves as an ideal universal screening tool by pinpointing each student's needs down to the level of discrete sub-skills.
- For more information on the Diagnostic Assessment (i.e., how it works, how to assign it, how long it takes) see Chapter 2.

Reporting

- Provides critical information to drive decision-making about online and teacher-led classroom instruction.
- Shows which students are struggling and what skill areas need improvement.
- Provides instructional recommendations for individual students and groups of students.
- Provides tools to communicate with families about student performance and progress.
- For more information on Reports (i.e., accessing reports, using reports) see Chapter 3.

Instruction

- Differentiates instruction and delivers an individualized online instruction plan for each student.
- Provides teacher-led classroom instruction resources, such as Tools for Instruction (hundreds of PDFs containing lesson plans for skill-focused in-class instruction).
- Motivates learners with engaging, interactive online lessons that are tailored for each grade level to be age appropriate
- Provides guided practice and progress monitoring.
- For more information on online instruction and teacher-led classroom instruction, see Chapter 4.

Progress Monitoring

- Measures gains in your classroom with the Diagnostic Assessment and online instruction.
- Tracks progress with Common Core State Standards and/or your state's unique standards.
- For more information about how *i-Ready* builds Progress Monitoring into the Diagnostic Assessment and online instruction, see the "Monitoring Progress" section of Chapter 4.

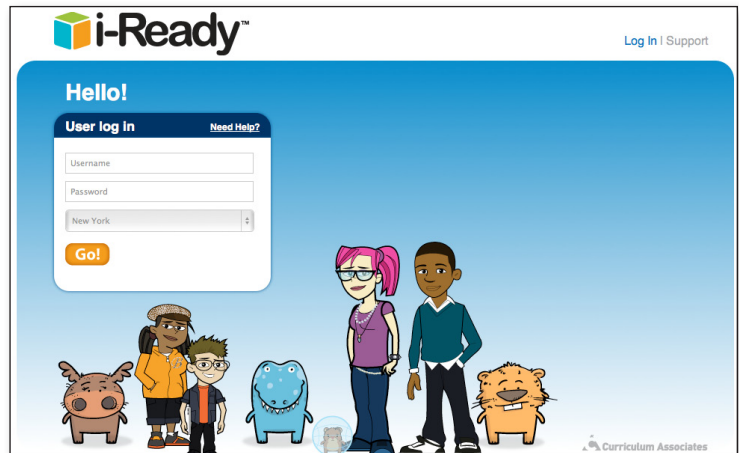
Logging in for the First Time

Step 1:

- Before logging in for the first time, make sure you have received your username and password from your *i-Ready* administrator. You will need them in order to access the program.

Step 2: Go to the *i-Ready* Website.

- Type the following URL into a Web browser:
<http://www.i-Ready.com>.
- Click on “Log in now!”
- Type in your username and your password (remember that passwords are case-sensitive).
- Choose your state from the drop-down menu.
- Click the “Go!” button.

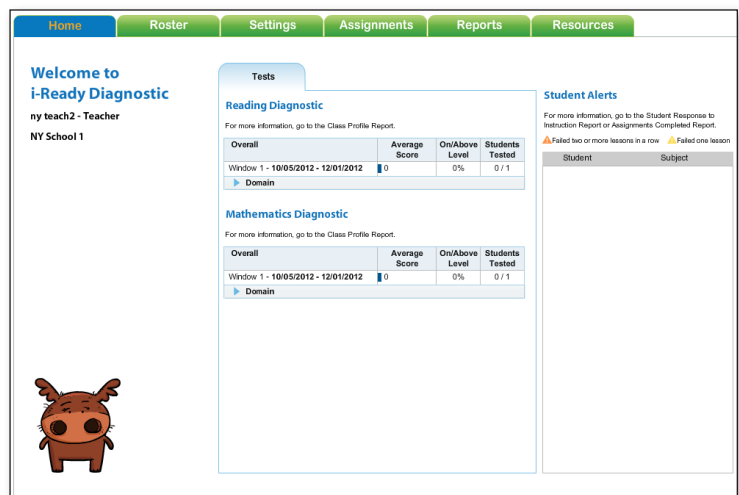


Step 3: Choose a Program.

- If you have access to more than one *i-Ready* program, you will be asked to choose a program.



- You have arrived at the “Home” tab. Notice there are six total tabs. The next section will walk you through these six tabs of the Teacher Application.



Getting to Know the Teacher Application

Near the top of the Teacher Application you'll see a row of tabs. This section describes them briefly. For detailed, step-by-step information on every aspect of the Teacher Application in *i-Ready*, refer to Chapter 5.

The "Home" Tab

The "Home" tab displays aggregated information for all of your students' tests and assignments. "Student Alerts" lists any students who have recently failed one or two lessons.

"Student Alerts" lists any students who have recently failed one or two lessons.

Two sub-tabs display summary information about class tests and assignments.

For more detailed information on how to navigate any of the tabs in the Teacher Application, see Appendix A.

The "Roster" Tab

Click on the "Roster" tab to view class and student lists and information, and to edit student passwords.

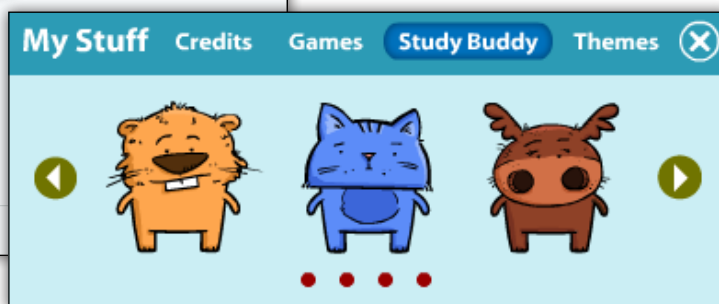
View all students in your school and edit student passwords. Sort by last name, grade, and school to see your students.

Easily view all your classes in the "Classes" sub-tab.

The “Settings” Tab

This tab lets you control the choices that appear on the students’ “My Stuff” module, which allows students to play games between lessons, change study buddies, and change themes. You can easily control access to these features for individual students or the entire class at any time.

Turn game/theme/buddy selection on/off for your whole class or for individual students, as needed.



The student “My Stuff Module”

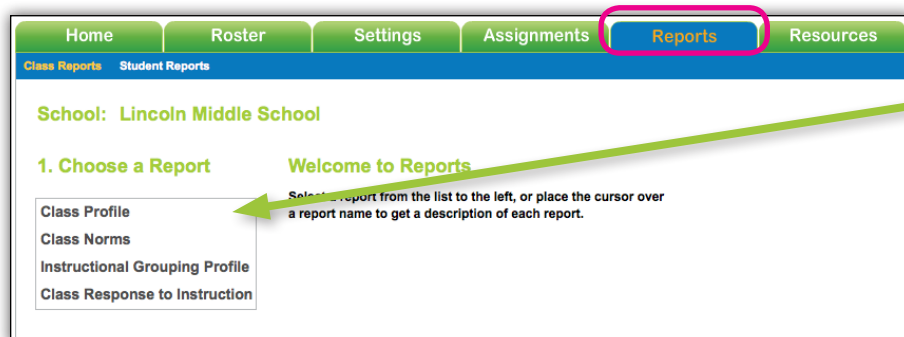
The “Assignments” Tab

This tab presents an array of classroom-based tools that allow you to do the following:

- Enable or disable student-instruction modules.
- See what lessons are scheduled for your students and/or adjust student lesson plans.
- Assign extra lessons to students.
- View which lessons have been completed.
- Assign tests.

The “Reports” Tab

Click on this tab to generate, view, and print detailed reports for an entire class or for individual students.



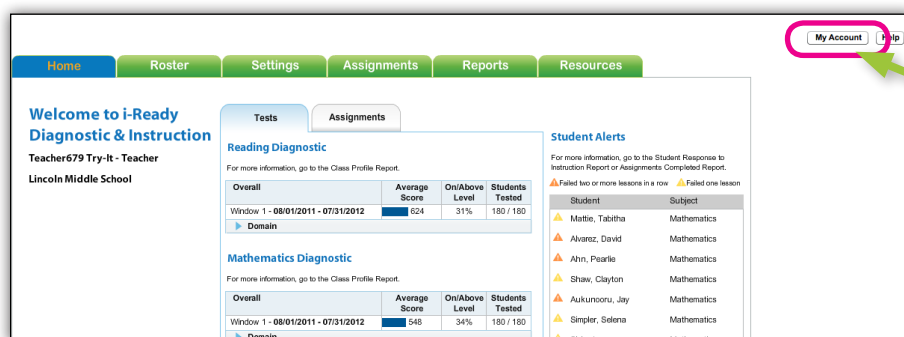
The “Resources” Tab

Click on the “Resources” tab to access: user guides, Tools for Instruction (PDFs containing skill-based lesson plans for classroom use), reading and math lesson lists, lists of standards lessons aligned with your state and/or CCSS, letters and guides for parents, research documentation about *i-Ready*, and other helpful documents.



“My Account” Button

Click the “My Account” button to view your account information and to change your username and/or password.



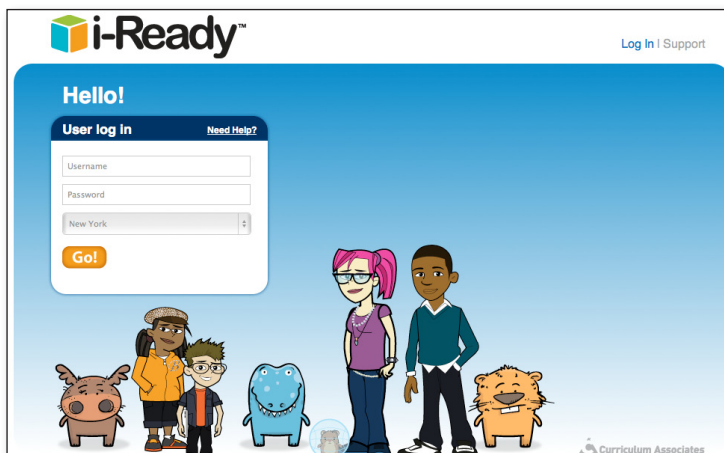
Getting to Know the Student Application

This section describes both the Student Application and how to help students get oriented to *i-Ready*.

Student Login

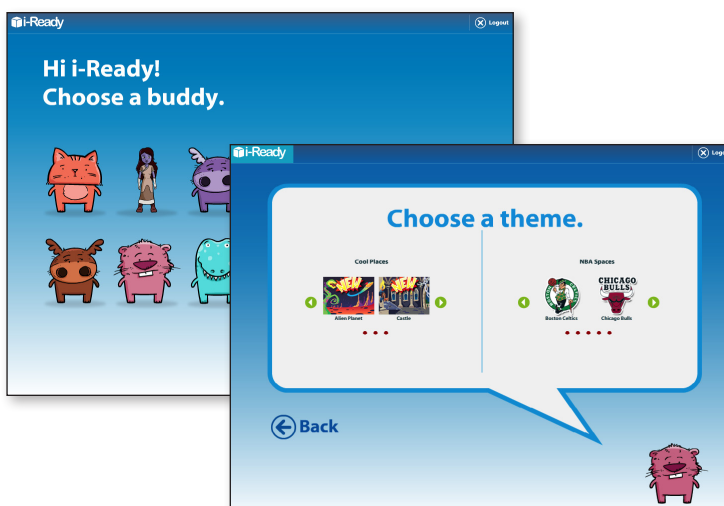
Step 1:

- Students have the same login page as teachers.
- Students should go to <http://www.i-Ready.com>.
- Click on “Log in now!”
- Enter login information and click “Go!”



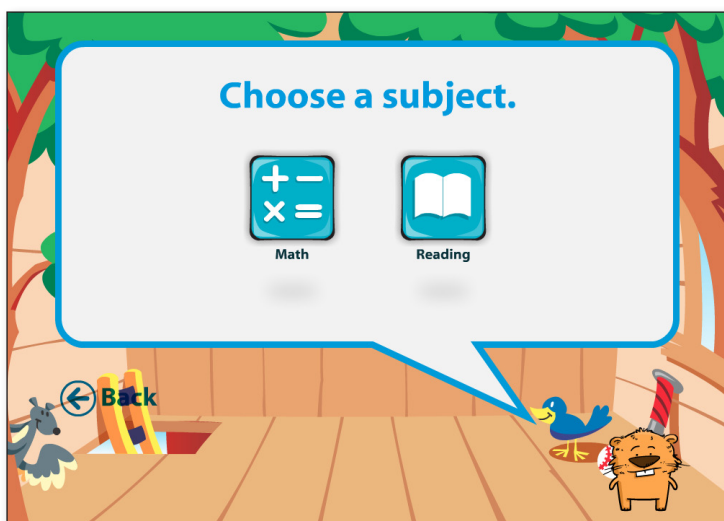
Step 2: Choosing a Study Buddy and Theme

When students log in for the first time, they are prompted to choose a Study Buddy and a background theme. Both selections can be changed at any time.



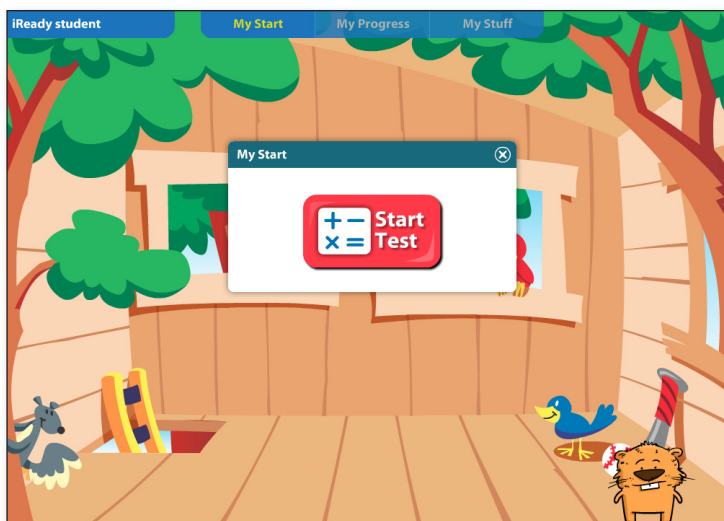
Step 3: Choosing a Subject

Depending on your class setup, students may have to choose either Math or Reading. You will need to inform them which subject to choose if you wish them to specifically pick Math or Reading.



Step 4: Student Diagnostic Assessment

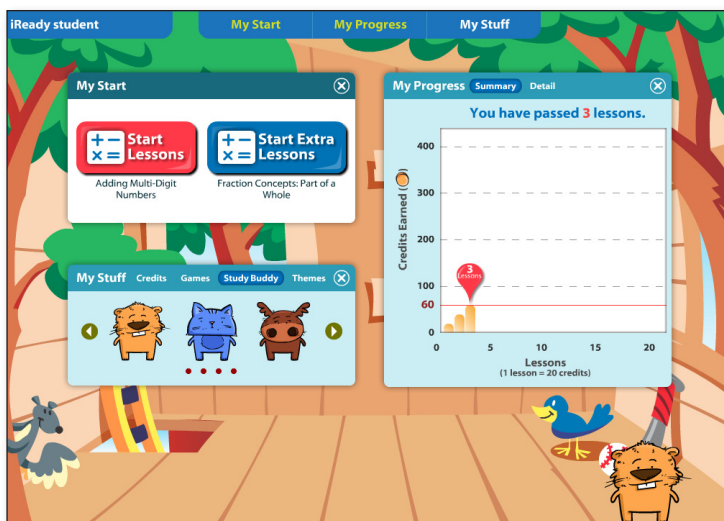
When students first enter the program, they will see a screen with a “Start Test” button in the center. This is the button that will begin the Diagnostic Assessment. Before you have your students start the Diagnostic, review the “Prior to Test Day” section of Chapter 2.



Step 5: After the Diagnostic Assessment

After students have completed the Diagnostic Assessment, their screens will show the following three modules, which can be accessed from the tabs at the top of the screen:

- **My Start**—Shows buttons for starting the next lessons.
- **My Stuff**—Allows students to choose buddies and themes, and to play games with credits earned by completing lessons.
- **My Progress**—Shows each student the number of lessons passed and credits earned, and gives a breakdown of scores achieved for all lessons taken.



Before You Begin Using *i-Ready*: Important Items to Address

Ensure that All Students Are in the System

Before you begin exploring the *i-Ready Diagnostic*, it's a good idea to make sure that all of your students are in the system. Students are often placed in the system via an automated process run by the *i-Ready* Customer Support team, in conjunction with school and district administrators.

To ensure that your students are in the system:

1. Log in to *i-Ready*.
2. Choose Diagnostic & Instruction, if you have more than one program.
3. Click on the "Rosters" tab.
4. Click on the "Classes" sub-tab.
5. Click "EDIT" to the left of the name of the class you wish to view.
6. Your students should appear in the "Student Enrollment" sub-tab.
7. Repeat steps 3–6 for any other classes you have in the system.

INSTRUCTION Enabling/Disabling Instruction

Enabling Instruction is the feature that makes online lessons available to students immediately upon completion of the Diagnostic Assessment. If you have access to Instruction, you can decide when to make the online lessons available to your students. Note that if you do not take any action, Instruction is disabled by default. To enable *i-Ready Instruction*:

- Go to the "Assignments" tab and click on the "Class Management" section. Then click "Enable Instruction."
- In the box on the right side, click on the student, group of students, or class for whom you wish to enable Instruction.
- If you click "Enable Instruction," students will have access to their individualized *i-Ready* lesson plan immediately after finishing the Diagnostic and can start immediately on their personalized lesson plan. This will also give them immediate access to games, themes, and study buddies.
- If you leave instruction disabled (default setting), students who have finished the Diagnostic will simply receive a message stating, "You do not have any lessons assigned," and will not be able to go any further in the program. You may choose this option if you want to review test results first.

For more information on enabling/disabling instruction or if you have questions about navigating the Teacher Application, see Appendix A.

Chapter 2: The *i-Ready* Diagnostic Assessment

This chapter provides some background on the development and design of the *i-Ready* Diagnostic Assessment, describes in detail how to prepare to administer it, and offers tips and checklists to help you before, during, and after administering it.

Background Information

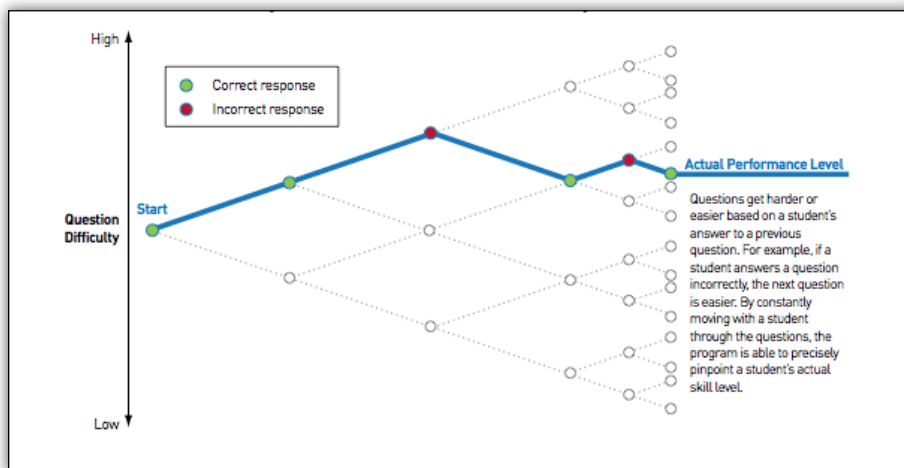
The following functions and features of the *i-Ready Diagnostic* make it unlike many other assessments you may have used before.

Information Provided by the Diagnostic Assessment.

- The *i-Ready* Diagnostic Assessment is designed to help teachers pinpoint their students' strengths and areas of need down to the sub-skill level for grades K–8.
- The results of this assessment are immediately available to show you what your students understand and what they don't understand, both for on-grade level skills and off-grade.
- Most importantly, the Diagnostic will help you determine how to approach instruction, monitor progress, and build student success in your classroom.

How the Diagnostic Assessment Adapts.

- The *i-Ready* Diagnostic Assessment will keep adapting, or adjusting, until it finds exactly the level at which your students need to receive instruction.
- When students answer questions correctly, *i-Ready* gives them more challenging questions. When students answer questions incorrectly, *i-Ready* gives them questions that are easier.
- This process continues until *i-Ready* pinpoints which skills each student seems to know well and which need improvement.



A schematic of how the Diagnostic Assessment adapts to student performance

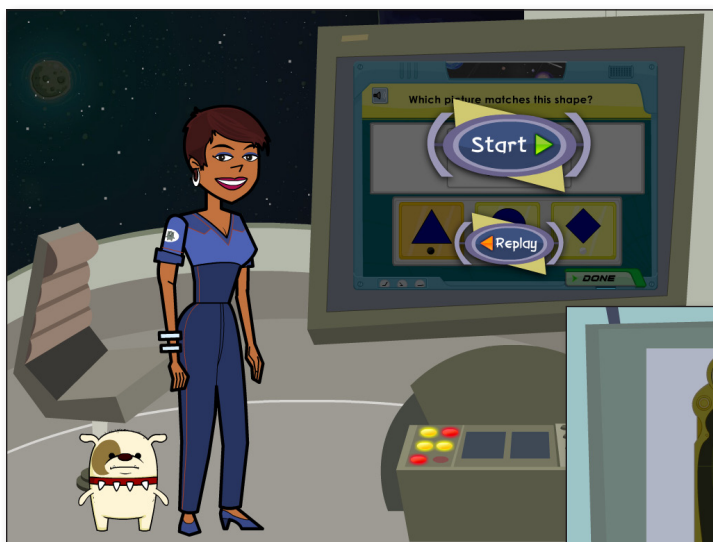
It Provides an Action Plan.

The *i-Ready Diagnostic* is different from other assessments because it gives you, the teacher, an action plan.

- While a state test may explain that a 4th grader is struggling with 4th grade skills, it won't usually tell you why. The Diagnostic Assessment adapts to allow educators to see, for example, if that 4th grader is struggling because she never mastered phoneme blending and segmentation skills from grade 1.
- Reports provide detailed information about individual students and help you group students for instruction.
- Reports also provide helpful resources to support your classroom practice:
 - Tools for Instruction: hundreds of lesson plans available as PDFs in the “Resources” tab, and recommended based on student needs in the Student Profile Report and Instructional Grouping Profile Report.
 - Specific recommendations for using other Curriculum Associates products you may already have in your classroom. Particular products and lessons are recommended for particular students.
- **INSTRUCTION** If your school has purchased *i-Ready Diagnostic & Instruction*, the Diagnostic will place your students automatically into an individualized and automated online instruction program.

Understanding the *i-Ready Diagnostic Assessment*

The Diagnostic is designed to keep students engaged. Each test (Math and Reading) has an opening sequence that grabs students' attention and explains how to answer test items. During their tests, students are provided with intermittent games that give them a short break, but also promote their investment and engagement with the assessment.



Opening sequence of the Math Assessment



Opening sequence of the Reading Assessment



Reading Diagnostic Game



Math Diagnostic Game

How Long Does the Test Take?

- We strongly recommend that you allocate **two** 40- to 45-minute class periods per subject for students to take the Diagnostic, so they don't feel rushed. For younger or special education students, you may want to provide shorter test sessions. Teachers report that the less rushed students feel when taking the test, the more accurate their scores are.
- The Diagnostic takes approximately 35–60 minutes per subject.
- The Diagnostic Assessment is not timed.
- Bear in mind that all students test at their own speed, so there may be some variation in these testing times.

Stopping, Restarting, and Resetting Tests

- Students can stop a test one day and pick it up where they left off the next day.
- The system will save student data, even if the Internet browser closes accidentally.
- Resetting tests to start at the beginning is only possible if a test is in progress. **Once a test has been submitted as complete, it can no longer be reset.** That's why it is important to make sure your students are adequately prepared for taking the test (see below). For more information on resetting tests, see Appendix A.
- Please note that if a student does not complete a test within 21 days, the test will expire. This is in line with best practices in educational research to limit the window of time in which an assessment is in progress to protect the validity of test results and the integrity of your data. No action is needed on your part to expire the test. The student will receive a new test in the event the test expires.

How Often Can the Diagnostic Be Administered?

We recommend administering the Diagnostic Assessment every 12–18 weeks. Allowing for this window ensures that students have sufficient exposure to Instruction (*i-Ready* or classroom) and can demonstrate growth.

For more Frequently Asked Questions about the Diagnostic Assessment, see the "Frequently Asked Diagnostic Assessment Questions" section later in this chapter.

Skills Assessed by the Diagnostic Assessment

The following two charts outline the domains in Reading and Math that are assessed by the Diagnostic, as well as the grade-level difficulty of the skills.

Reading Skills

Domain (Grade-Level Difficulty of Questions)		Skills Assessed
Foundational Skills	Phonological Awareness (Grades K–1)	<ul style="list-style-type: none"> • Rhyme Recognition • Phoneme Identity and Isolation • Phoneme Blending and Segmentation • Phoneme Addition and Substitution • Phoneme Deletion
	Phonics (Grades K–3)	<ul style="list-style-type: none"> • Letter Recognition • Beginning Consonant Sounds • Short and Long Vowels • Decoding One- and Two-Syllable Words • Inflectional Endings; Prefixes and Suffixes • Digraphs and Diphthongs • Vowel Patterns • Decoding Longer Words
	High-Frequency Words (Grades K–3)	<ul style="list-style-type: none"> • Words from Dolch and Fry lists
Vocabulary (Grades K–8)		<ul style="list-style-type: none"> • Academic and Domain Specific Vocabulary • Word Relationships • Prefixes, Suffixes, Base and Root Words
Comprehension: Informational Text (Grades K–8)		<ul style="list-style-type: none"> • Author's Purpose • Categorize and Classify • Cause and Effect • Drawing Conclusions/Making Inferences • Fact and Opinion • Main Idea and Details • Message • Summarizing/Retelling • Text Structure • Determining Word Meaning
Comprehension: Literary Text (Grades K–8)		<ul style="list-style-type: none"> • Point of View and Purpose • Cause and Effect • Drawing Conclusions/Making Inferences • Figurative Language • Story Elements • Summarizing/Retelling • Theme/Mood • Analyzing Character • Determining Word Meaning

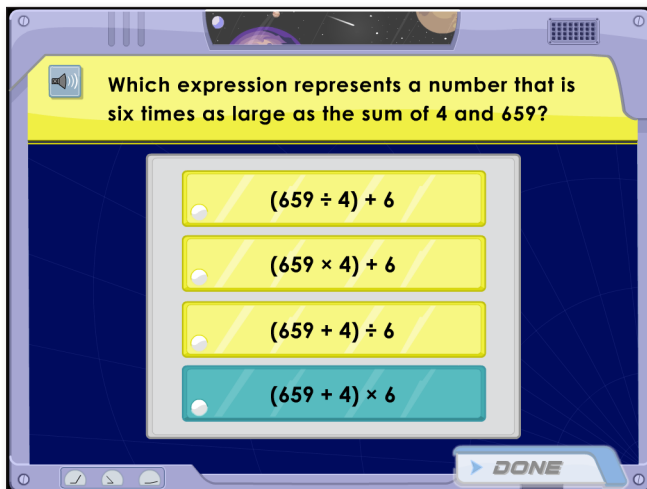
Math Skills

Domain (Grade-Level Difficulty of Questions)	Skills Assessed
Number and Operations (Grades K–8)	<ul style="list-style-type: none"> • Counting and Cardinality • Base Ten—Whole Numbers and Decimals <ul style="list-style-type: none"> – place value, compare, add, subtract, multiply, divide • Fractions <ul style="list-style-type: none"> – model, compare, add, subtract, multiply, divide • Rational Numbers <ul style="list-style-type: none"> – model, compare, add, subtract, multiply, divide
Algebra and Algebraic Thinking (Grades K–8)	<ul style="list-style-type: none"> • Operations and Algebraic Thinking <ul style="list-style-type: none"> – fluency, number relationships, properties, solving word problems • Expressions and Equations <ul style="list-style-type: none"> – variables, exponents, solving word problems • Ratio and Proportional Relationships <ul style="list-style-type: none"> – percent, rate, lines and slope • Functions <ul style="list-style-type: none"> – linear and non-linear
Geometry (Grades K–8)	<ul style="list-style-type: none"> • Two-Dimensional Shapes • Three-Dimensional Shapes • Lines, Segments, Points, Rays, and Angles • Symmetry and Transformations • Congruence and Similarity • Coordinate Geometry • Pythagorean Theorem
Measurement and Data (Grades K–8)	<ul style="list-style-type: none"> • Measurement Units and Tools: Customary and Metric • Time, Money, Length, Capacity, Weight and Mass • Geometric Measurement • Area, Perimeter, Surface Area, Volume • Creating and Interpreting Graphs • Data Analysis and Statistical Measures • Probability Concepts

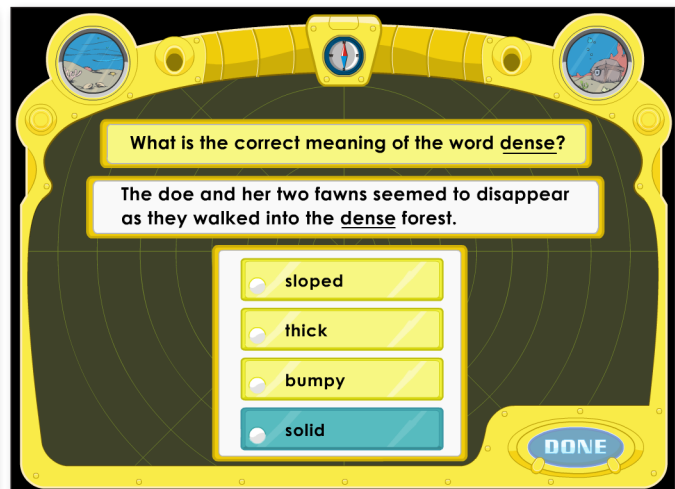
The Student Test-Taking Experience

Diagnostic Assessment Items

- All test questions are multiple choice.
- In Reading, some questions are grouped as a set with a single reading passage. (See “Reading Passages with Multiple Items,” on the next page.)
- Depending on a question’s level of difficulty, there will be three or four answer choices.
- To view sample questions for each domain and grade level, go to the “Resources” tab.



Sample Math question

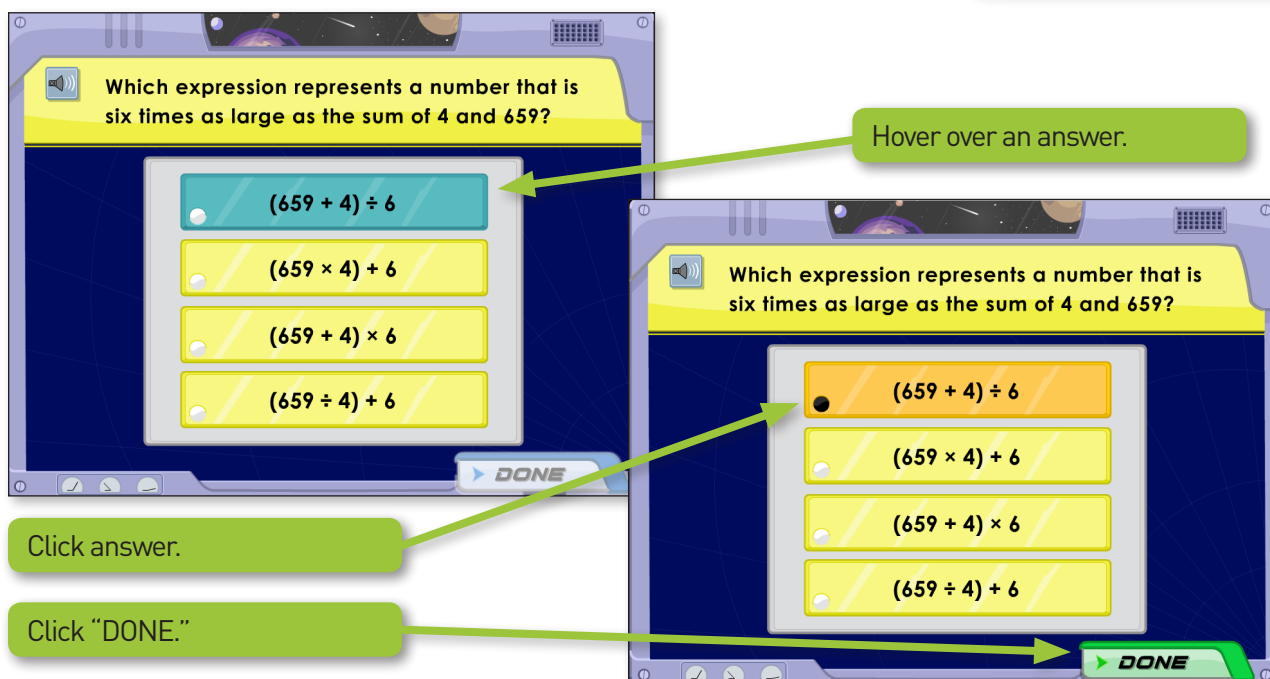


Sample Reading question

Answering Assessment Items

- To answer an item, students simply click on the answer they think is correct, and then click the “DONE” button to move on to the next question. Note that an answer will highlight blue when it is hovered over, and will turn orange when it is clicked.

Reproducibles are available to help you introduce students to the Diagnostic Assessment. See Appendix C.



- If a student changes her mind about an answer before she clicks “DONE,” she simply clicks the answer she wants and then clicks “DONE.”

The first screenshot shows a question: "Which expression represents a number that is six times as large as the sum of 4 and 659?" with four options: $(659 + 4) \div 6$, $(659 \times 4) + 6$, $(659 + 4) \times 6$, and $(659 \div 4) + 6$. A green callout points to the third option with the text "Hover over new answer." The second screenshot shows the same question with the third option selected. A green callout points to the selected option with the text "Click new answer." Another green callout points to the "DONE" button with the text "Click 'DONE.'"

Reading Passages with Multiple Items

- In the Reading Diagnostic Assessment, some groups of questions refer to a single reading passage. These reading passages usually have multiple pages.
- Students have to click the arrow at the bottom of the reading passage to flip through the pages.
- The same question remains displayed as they flip through the pages.
- Students choose their answer and click “Done.”
- A new question about the same passage will then load. Students can use the arrows to reread the passage as needed to answer the new question.

The screenshot shows a reading passage titled "The Giant Squid" with two paragraphs. The first paragraph describes the squid's size and appearance. The second paragraph states it has no backbone and is the largest animal on Earth without one. Below the passage is a question: "What is the main idea of the first paragraph?" with four options: "The giant squid has very big eyes.", "The giant squid weighs more than 10 people.", "The giant squid is a very large animal.", and "The giant squid is longer than a school bus." A green callout points to the question with the text "If there is more than one question, the next question will load after students select an answer and click 'DONE.'". Another green callout points to the navigation arrows at the bottom of the passage with the text "Use arrows to flip through the pages." The interface also shows "Page 1 of 2" and a "DONE" button.

Items with Audio Support

Audio support is provided for some Math questions and for some Reading questions. In Math for grades K–5, all questions have optional sound to ensure the test is assessing math skills, not reading skills. Sound is provided with reading questions that test students' foundational skills. When a question has audio support, you will see an audio button.

Audio buttons look like this at first.



When hovered over, they look like this.



When the cursor hovers over an audio button, the button will play audio prompts for students. Students do not have to click audio buttons to hear sound.

Diagnostic Domains That Have Sound

Reading	Question Grade Level(s)	Reason for Sound
Reading Comprehension	K	To assess listening comprehension
Phonological Awareness	K–2	This domain typically is taught in earlier grades, where audio prompts are helpful in assessing a student.
Phonics	K–2	This domain typically is taught in earlier grades, where sound may be necessary to support learning.
High-Frequency Words	K–2	This domain typically is taught in earlier grades, where sound may be necessary to support learning.
Vocabulary	K–2	It is important to assess vocabulary knowledge independently of decoding ability.
Math	Question Grade Level(s)	Reason for Sound
All Domains	K–5	Audio prompts are utilized to ensure that items are accurately assessing math skills, not reading skills.

Prior to Test Day: Preparing to Administer the Diagnostic Assessment

Getting Organized

Follow these steps to make sure administration goes smoothly.

1. Ensure Compatibility and System Requirements Have Been Checked

Your school or district has likely performed this compatibility check prior to purchasing *i-Ready Diagnostic & Instruction*. You should ensure a system check was run on the exact computers students will be using for the Diagnostic. If not, information on how to check compatibility and system requirements can be found by going to <http://www.i-ready.com/support> and clicking on “System Requirements,” which opens a brief, 6-page, easy-to-use document. This document describes how to run a simple system check.

2. Gather Materials Needed

Make sure the following will be available for all students on test day:

- Headphones for every student
- Scrap paper and pencils for Math assessment
- Calculators should not be allowed, as this can lead to an inaccurate representation of a student’s ability.
- Materials for students who finish early (silent reading book, etc.)
- Print student usernames and passwords. To do this:
 - Login to *i-Ready*.
 - Click on the “Roster” tab.
 - Click on the desired class.
 - Click the “Print Passwords” button at the bottom of the pop-up.
 - This will print sheets of paper slips containing student usernames and passwords that can be cut out and given directly to students.

For a checklist to help you prepare to administer the Diagnostic Assessment, see the “Test Day: Administering the Diagnostic Assessment” section later in this chapter.

3. Prepare for Special Considerations

Consider whether any special education accommodations or modifications are required, and make any necessary preparations.

4. Schedule the Test

- The Diagnostic Assessment will automatically be assigned to all students in your classes.
- Note that your administrator may set a recommended testing window within which you will need to administer the test. To find out whether a recommended window has been assigned:
 - Log in.
 - Click on the “Home” tab.
 - Click on the “Tests” sub-tab.
 - In the chart for each Diagnostic (Math and Reading) you see the recommended testing window.

5. Computer Lab Logistics

- Be sure to schedule your computer lab well in advance, if needed for this test.
- The Diagnostic for each subject takes students anywhere from 35 to 60 minutes. We strongly recommend blocking off two 40- to 45-minute periods for each student to take each test (total of four, 40–45 minute periods in computer lab).

6. **INSTRUCTION** Decide Whether to Enable Instruction

As previously mentioned, you should decide in advance if you wish to enable Instruction so that students can begin lessons immediately after the test. Remember that Instruction is disabled by default, unless you take action. For more information on this, refer back to the “Enabling/Disabling Instruction” portion of Chapter 1.

Preparing Your Students

The following information can help to make students more comfortable with the Diagnostic Assessment.

1. Frame the Diagnostic for students.

Set student expectations prior to the Diagnostic by having a discussion about the test. It’s helpful to make the following points clear to students:

- “The *i-Ready Diagnostic* gives each student an individualized test, based on how you answer each question. If you answer a question correctly, *i-Ready* will give you a harder question, and if you miss a question, *i-Ready* will give you an easier question. That’s how it determines your skill levels. It’s kind of like trying on shoes—you try on several sizes and styles until you find a pair that fits. Try your best! You might not yet have learned some of the content you will encounter on the test and that is okay.”
- “Also, based on how you do in *i-Ready*, I will know exactly what you have learned already and what you need to learn, so I can make the best use of your time in my class.”
- “It is important to take your time and not rush, otherwise you may need to retake the test.”
- **INSTRUCTION** “Then, based on how you do in the assessment, you will automatically be assigned the lessons that are designed to build your skills. Each of you will work on the lessons you need. When you take lessons, you can earn credits to play games. Everyone will get to see the games, but you may see them at different times.”

2. Review computer lab or classroom computer procedures.

You may want to consider the following prior to test day:

- If using laptops, ensure they are fully charged and/or have a power source.
- Bookmark the *i-Ready* login page (www.i-Ready.com) on every computer.
- The total amount of time provided for testing periods. In order to assure students that they don’t need to rush, you might say something like this: “We have X number of minutes to work on this test today. However, we will also have X minutes tomorrow to finish up this (subject) test, so there is no need to rush.” Again, once completed, tests cannot be reset.
- For younger students, we recommend having more than one adult present during the test session.
- Students will need to have paper and pencil for the Math Diagnostic.

3. Model and discuss the test-taking experience.

- Show the example(s) of the:
 - Login screen (Figure B-1).
 - Study buddy (Figure B-2) and theme selection screen (Figure B-3).
 - Subject selection screen (Figure B-4).
 - “Start Test” Screens (Figure B-5 and/or Figure B-6). Choose the background theme that seems most age appropriate.
 - Student Application Landing Page Screens (Figure B-7 and/or Figure B-8). Choose the background theme that seems most age appropriate.
 - Math Item Navigation Screens, with Audio (Figures C-1 and C-2).
 - Reading Item Navigation Screens, with Audio (Figures C-3 and C-4).
 - Reading Passage with Multiple Questions Screen (Figure C-5).

Reproducibles are available to help you introduce students to the Diagnostic Assessment. See Appendix B and Appendix C.

4. Use the following checklist to ensure you and your students are ready for the Diagnostic Assessment.

Checklist: Preparing for the Diagnostic Assessment

Have you...	
	...framed the Diagnostic for students?
	...reviewed procedures for the computer lab or use of classroom computers?
	Seating plan
	Bathroom breaks
	Total testing time for this session
	Extra test proctors needed/available?
	...modeled and discussed the Test-Taking Instructions?
	Where to get usernames and passwords
	How to log in
	How/when to begin the test
	How to answer a question and move on to next one
	How to navigate reading passages that span multiple pages
	Use of scrap paper and pencil for Math assessment
	Calculators are not allowed for this test.
	Encourage students not to rush and allow enough testing time so they do not feel a need to rush.
	Remind students: <i>Try your best! You might not yet have learned some of the content you will encounter on the test, and that is okay!</i> If you wish to ensure the assessment has been completed, tell students: <i>Please do not log out after you finish the assessment.</i>
	...checked materials?
	Headphones for all students
	Scrap paper and pencils for Math test
	Materials for students to work on if they finish early
	Laptops are charged and/or have power source

Test Day: Administering the Diagnostic Assessment

Follow these helpful suggestions to make test day go smoothly.

The Morning of Test Day

1. Check your materials.

- Do you have headphones for each student?
- If your students are taking the Math test, do they have scrap paper and pencils?
- Have you reminded students that they cannot use calculators?
- Do you have a backup plan for early finishers? Consider having books available to read silently.
- If you have enabled Instruction for each student, you might allow students to begin working on instructional lessons and exploring the student homepage (study buddies, themes, and games) immediately after the test. Note that this could be distracting to other students who are still working on the assessment.

2. Present Test-Taking Instructions.

- We recommend giving students a brief refresher on classroom/testing procedures and instructions, and letting them ask any questions they might have. Use the Test-Taking Instructions provided in the checklist on the previous page.
- The test is not timed on the computer, but you should explain what window of time you have allotted for each session (Reading and Math).

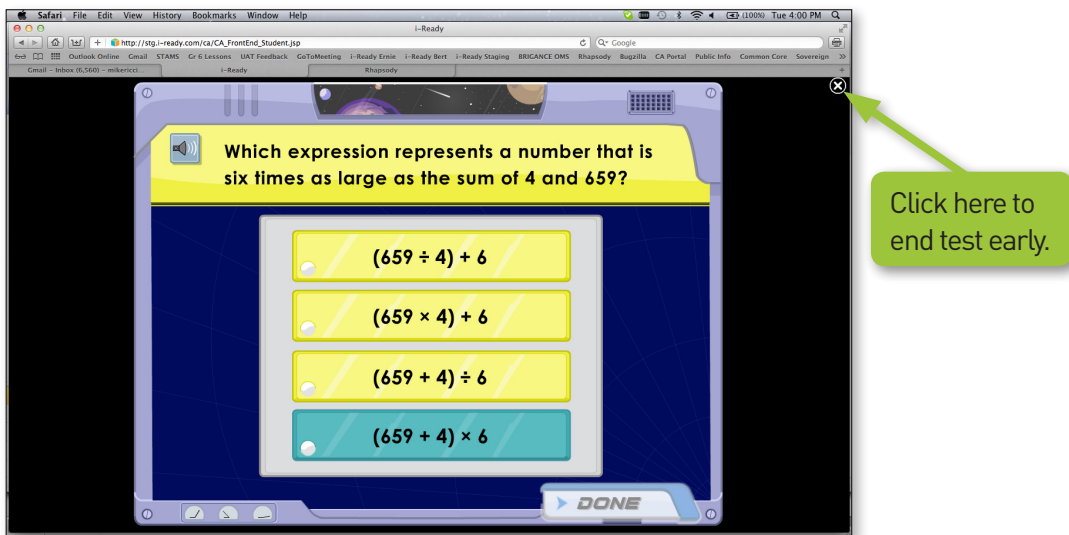
During the Test

Resist the urge to help.

The test is designed to measure students' strengths and weaknesses, so it's best to allow students to simply try their best *without* teacher help.

Ending a test before completion.

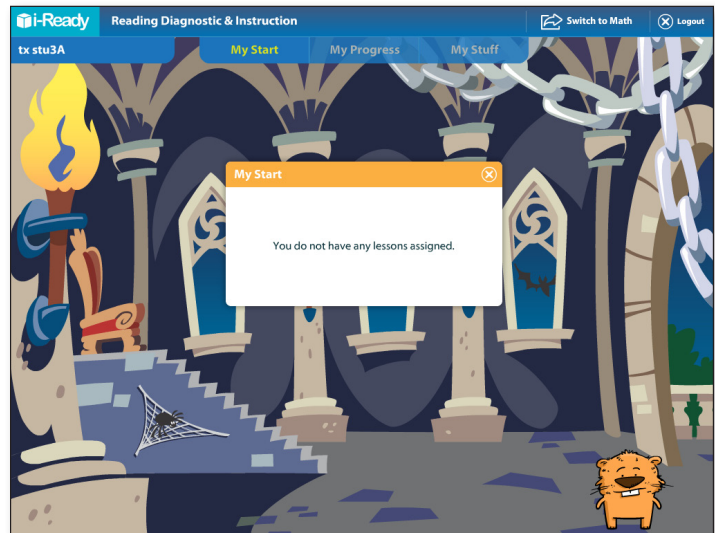
If a student does not finish in the allotted time, or if a student has to stop his test for any other reason, you can simply click on the white "X" on the upper right corner of the screen (see screenshot below) and then have the student log out. The next time the student logs in and clicks "Start Test," he will be taken to the exact spot where he previously left off.



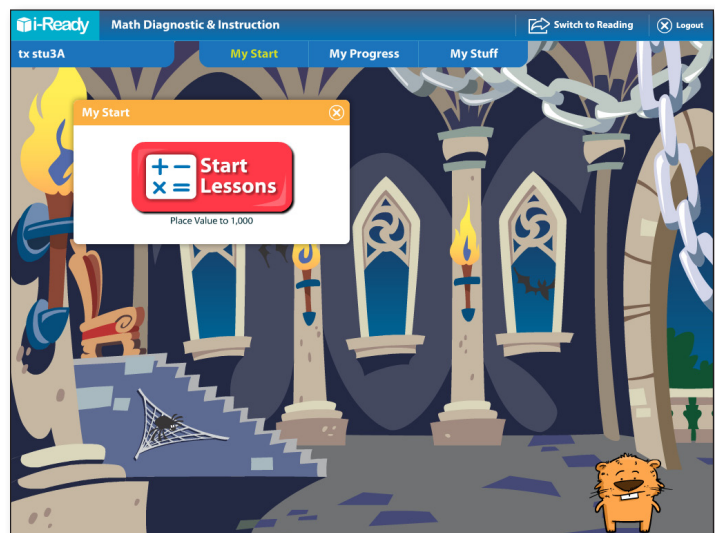
After the Test

1. Check test completion.

It's helpful to ask students to stay logged in after they have finished with the assessment. That way you can take a look at their screen to ensure they have completed the Diagnostic. Students' screens will show the student application page, with a message stating: "You do not have any lessons assigned" if Instruction is disabled.



Students' screens will show the student application page, with a "Start Lessons" button showing if Instruction is enabled.



2. Look at reports.

See Chapter 3 to learn how you can obtain a wide variety of information about student performance by using the *i-Ready* Reports. These reports will enable you to immediately plan appropriate instruction.

3. Discuss test results with students.

After students complete the assessment, you may wish to show them one or more of their Student Profile reports in a private conference. Bringing the students into the process helps them understand that this is an important tool that you will use to drive instruction that helps them learn and grow academically. Point out to them what they do know, and then show them what they will be working on as they move forward in their instruction. For more information about all *i-Ready* Reports, see the "Using Reports" section of Chapter 3.

Frequently Asked Diagnostic Assessment Questions

Teacher Diagnostic Assessment FAQs

The following table answers the questions teachers ask most frequently.

Teacher Question	Answer
Why are some questions so hard?	To enable a precise assessment, the Diagnostic is designed so that students will answer some questions incorrectly. That's why it will challenge them with a more difficult question after each correct answer. Thus, high-performing students who are accustomed to scoring well on tests may feel particularly challenged. Further, many items associated with a particular grade will match current expectations, but the Common Core State Standards (CCSS) have a lot of additional expectations. Questions based on those additional expectations may feel more rigorous to students.
Can my students skip questions?	No, students are not able to skip questions. It is critical to the test design that students answer every question so that the test can adapt with an easier or more difficult question. The test needs to be able to see what students know and don't know to accurately pinpoint their unique needs.
Why are my student scores lower than expected at the start of the school year?	Most students take the Diagnostic at the beginning of the school year, when "last year's content" is the latest they've received. For example, if a new fourth grader scores at a third-grade level, this is likely because he has not yet been exposed to fourth-grade content.
Why are my students seeing content that they haven't learned yet?	The Diagnostic Assessment adapts based upon what students should know according to the Common Core State Standards. Some states teach concepts in different grades, and the criteria for grade-level success might be more rigorous than the criteria applied by your state.
Is the Diagnostic Assessment a timed test?	No, however you may want to create your own allotted time windows for the test. We recommend <u>two</u> 45-minute class periods per subject.

Student Diagnostic Assessment FAQs

The following chart suggests how you might respond to the questions students frequently ask.

Student Question	Answer
What is <i>i-Ready</i> ? or Why do we have to take this test?	<p>The <i>i-Ready Diagnostic</i> gives each student an individualized test, based on how you answer each question. If you answer a question correctly, <i>i-Ready</i> will give you a harder question. If you miss a question, <i>i-Ready</i> will give you an easier question. The process continues in this way, until <i>i-Ready</i> determines your skill levels. It's kind of like trying on shoes—you try on several sizes and styles until you find a pair that fits.</p> <p>Also, based on how you do in <i>i-Ready</i>, I will know exactly what you have learned already and what you still need to learn, so I can make the best use of your time in my class.</p> <p>INSTRUCTION Then, based on how you do in the assessment, you will automatically be assigned the lessons that are designed to build your skills. Each of you will work on the lessons you need.</p>
Does this count for our grade?	This doesn't count towards your grade, but it does help me figure out what sorts of assignments to give you later, and those may be part of your grade.
INSTRUCTION Can we play games or do lessons after the test?	<p>If disabling Instruction on test day: You won't be able to play games or start lessons today, because today is only for testing. But we will be starting work on lessons and playing games really soon.</p> <p>If enabling Instruction on test day: You may check out the student homepage right after you finish your test. Check out all the themes and study buddies you can pick. Then, you can start your first lesson, where you can earn credits for playing games!</p>
Can I ask for help during the test?	I can't help you help on test questions because I want to see what you know on your own. You should just give each question your best shot.
What happens if I don't understand what a question is asking me?	Just try your best. You might not yet have learned some of the content you encounter on the test, but that's okay because that's how this test is designed. Remember, this test is different from other tests you've taken.
Can I skip a question?	No. This test is designed so you have to answer every question. Always select what you think is the best answer, even if you aren't completely sure.

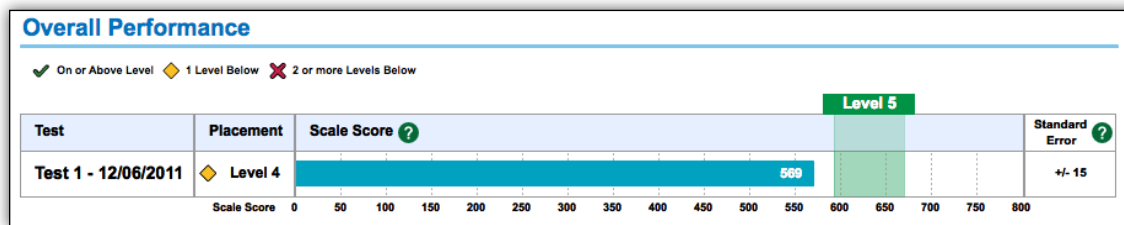
Chapter 3: Using Reports to Analyze Diagnostic Assessment Results

In this chapter you'll learn how to read student results from the Diagnostic, and get detailed descriptions of the various reports and how to use them.

Understanding Test Scoring

Scale Scores

Scale scores allow us to put everything on a single continuum so that we can compare across grade levels. Scale scores are a metric indicating that a student has mastered skills up to a certain point, and still needs to work on skills that come after that point. The scale score is a common language across grades and schools. When looking at these scores, it's important to note that the first number in a scale score does not equate to a grade level. For example, a scale score in the 500s does NOT mean that a student's grade-level placement is fifth grade.



Scale Score and Placement Level as seen in the Student Profile Report

Placement Levels

The placement level is the practical day-to-day language that helps teachers determine what level of skills to focus on with a particular student. Placement levels can be simply "Level 4," or can be ranked as early, mid, or late Level 4. Placement levels indicate where students should be receiving instruction, either online or in the classroom (e.g., students that fall within a particular scale score range need to work on early-fourth grade skills).

Math Overall Scale Score Placement Table

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Below K	0-402	0-388	NA	NA	NA	NA	NA	NA	NA
Level K	403 - 499	389 - 424	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409
Level 1	500 - 533	425 - 533	410 - 446	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431
Level 2	534 - 569	534 - 569	447 - 569	432 - 468	432 - 453	432 - 453	432 - 453	432 - 453	432 - 453
Level 3	570 - 800	570 - 578	570 - 578	469 - 578	454 - 489	454 - 474	454 - 474	454 - 474	454 - 474
Level 4	NA	579 - 800	579 - 588	579 - 588	490 - 588	475 - 509	475 - 494	475 - 494	475 - 494
Level 5	NA	NA	589 - 800	589 - 598	589 - 598	510 - 598	495 - 529	495 - 514	495 - 514
Level 6	NA	NA	NA	599 - 800	599 - 609	599 - 609	530 - 609	515 - 549	515 - 534
Level 7	NA	NA	NA	NA	610 - 800	610 - 618	610 - 618	550 - 618	535 - 567
Level 8	NA	NA	NA	NA	NA	619 - 800	619 - 628	619 - 628	568 - 628
Above 8	NA	NA	NA	NA	NA	NA	629 - 800	629 - 800	629 - 800

Reading Overall Scale Score Placement Table

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Below K	0 - 343	0 - 328	NA	NA	NA	NA	NA	NA	NA
Level K	344 - 456	329 - 407	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392
Level 1	457 - 557	408 - 557	393 - 463	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448
Level 2	558 - 584	558 - 584	464 - 584	449 - 513	449 - 498	449 - 498	449 - 498	449 - 498	449 - 498
Level 3	585 - 800	585 - 596	585 - 596	514 - 596	499 - 556	499 - 541	499 - 541	499 - 541	499 - 541
Level 4	NA	597 - 800	597 - 638	597 - 638	557 - 638	542 - 592	542 - 577	542 - 577	542 - 577
Level 5	NA	NA	639 - 800	639 - 670	639 - 670	593 - 670	578 - 621	578 - 606	578 - 606
Level 6	NA	NA	NA	671 - 800	671 - 681	671 - 681	622 - 681	607 - 643	607 - 628
Level 7	NA	NA	NA	NA	682 - 800	682 - 707	682 - 707	644 - 707	629 - 659
Level 8	NA	NA	NA	NA	NA	708 - 800	708 - 800	708 - 716	660 - 716
Above 8	NA	NA	NA	NA	NA	NA	NA	717 - 800	717 - 800

How to read these tables:

- Determine the student's grade.
- Look at that column to see the range of scores that student should have in order to be considered on-level for his grade.
- For example:
 - On the Math Assessment, a student in fourth grade needs to score between 490 and 588 to be considered on-grade-level for math.
 - On the Reading Assessment, a student in fourth grade needs to score between 557 and 638 to be considered on-grade-level for reading.
- Note that these charts reflect overall scores for both Math and Reading. There are different scale-score ranges for each domain.

Why Scale Score Ranges Overlap

To understand why scale score ranges overlap for on-grade levels, think about how students progress from one grade to the next in school. For a student to advance from third to fourth grade, he doesn't need to have mastered every single skill in third grade. Even if he hasn't mastered every third-grade skill, he is still able to succeed on many fourth-grade skills. In fact, there are plenty of fourth-grade skills that are easier to master than some of the third-grade skills. This fact helps explain why there are overlapping ranges for the scale scores.

Here's an example of a skill from an earlier grade level that is harder to master than a skill from the next grade level: Identifying how to correctly divide a multi-syllabic word into syllables (third-grade skill) is harder than matching a four- or five-syllable word that you hear spoken with a written word (fourth-grade skill).

Moreover, the *i-Ready* Diagnostic Assessment was built on the Common Core State Standards. As you know, "Common Core" skills are assessed throughout each grade. The hardest skills in the Common Core are substantially more difficult than what students have typically been required to grasp at that grade level. In fact, they are often more difficult than the skills a student would typically work on at the beginning of the next grade level.

Standard Error of Measurement

A student's overall scale score gives a measure of her true ability. Her ability may be slightly above or below what is represented by the actual scale score but it is usually within a range close to the scale score. That range is called the Standard Error of Measurement (or standard error). All tests have a standard error. We have included standard error because it is a best practice according to the Standards of Educational and Psychological Testing.

Here's how standard error works. All tests have a standard error. Imagine a student were to take the diagnostic and then imagine she could go back and take the same diagnostic again. She could score slightly differently each time for statistical reasons. However, these scores would be very close to each other and they will fall within the range known as the standard error.

So, if your student earned a scale score of 500 on the Math Diagnostic Assessment, her true ability may be slightly above or below this scale score. If you see a standard error of ± 10 , she could have scored between 490 and 510. Though this is the possible range, there is a higher likelihood that her true ability is much closer to her score of 500 (say between 495 and 505) rather than at the outside end of this range (say, between 490 and 495 or between 505 and 510).

Using Reports

When your students finish the Diagnostic, reports are immediately available to indicate student skill level, for instructional grouping, for information on teacher-led instruction, and much more. This section explains the purpose of each report, what the intended use is, and defines the content of each report. It's a good idea to first ensure that all students have completed their Diagnostic Assessment so you can be certain the class reports reflect all student data.

Start at the "Assignments" Tab

Under the green "Assignments" tab in the Teacher Application:

1. Click the "Tests" sub-tab.
2. Choose your class from the first drop-down list.
3. Choose "Class Summary Most Recent Test" from the second drop-down list.
4. Check to see that all tests are marked "Completed"—not "In Progress" or "Not Started." That way you'll know that all students' data will be accounted for in the class reports.

Go to the "Reports" Tab

Under the "Reports" tab on the Teacher Homepage:

1. Click the "Class Reports" sub-tab to view a list of the class-level reports, or click the "Student Reports" sub-tab to view a list of the student-level reports.
2. Click the name of the report you wish to view. Move your mouse over the name of the report to show a preview of the report on the right, as well as the intended purpose of the report.
3. Choose your report criteria from the menu at the right.
4. Click "Create Report."
5. To view/save/print a report as a PDF, once a report opens up, click the orange "Print/Save" button at the top right-hand corner of your screen. The report will open as a PDF in a new browser window.

For more information on how to access reports, see the "Reports" tab section of Appendix A.

i-Ready Reports At-A-Glance

The following charts are a handy quick reference to all of the reports available to you in *i-Ready*.

On the “Class Reports” sub-tab

Name of Class Report	Use this report to...
Class Profile Report	...plan instruction or instructional groupings by looking at domain-specific placements and results for your students.
Class Norms Report	...identify how your students are performing relative to their peers nationwide, as well as view and compare Lexile measures for students in your class.
Instructional Grouping Profile Report	...identify how you can best group students for instruction.
INSTRUCTION Class Response to Instruction Report	...identify how your class is performing in online instruction, if they are making progress, and how much time they are spending completing online instruction.

On the “Student Reports” sub-tab

There are two types of reports on the “Student Reports” sub-tab: Individual Reports and Batch Reports. Use Individual Reports to pull up reports for specific students (i.e., pull up one report at a time). Use Batch Reports to download, print, or save the Student Profile Reports or Parent Reports for many students at one time, rather than running reports individually for each student.

Name of Individual Report	Use this report to...
Student Profile Report	...identify what instructional needs each of your students has, by class, by student, and by domain, based on the Diagnostic Assessment. It also gives you recommended Curriculum Associates print resources and “Tools for Instruction,” which are several hundred PDFs containing lessons you can use for individual, small-group, or whole-group instruction in your classroom.
INSTRUCTION Student Response to Instruction Report	...identify how each of your students is performing in online instruction, if they are making progress, and how much time they are spending completing online instruction.
Parent Report	...easily explain to parents how their students did on the initial Diagnostic or later assessments.
State Standards Performance Report (if applicable)	...identify how your students are performing against the standards for your state.
Common Core State Standards Performance Report (if applicable to your state)	...identify how your students are performing against the Common Core Standards, if applicable.

Name of Batch Report	Use this report to...
Student Profile Overview	Download a PDF of the Student Profile Report’s Overview pages for multiple students at once. (Approximately 2–3 pages per student.)
Student Profile Detail	Download a PDF of the Student Profile Report details for multiple students at once. (Approximately 8–16 pages per student.)
Parent Report	Download a PDF of the Parent Reports for multiple students at once. (Approximately 2–3 pages per student.)

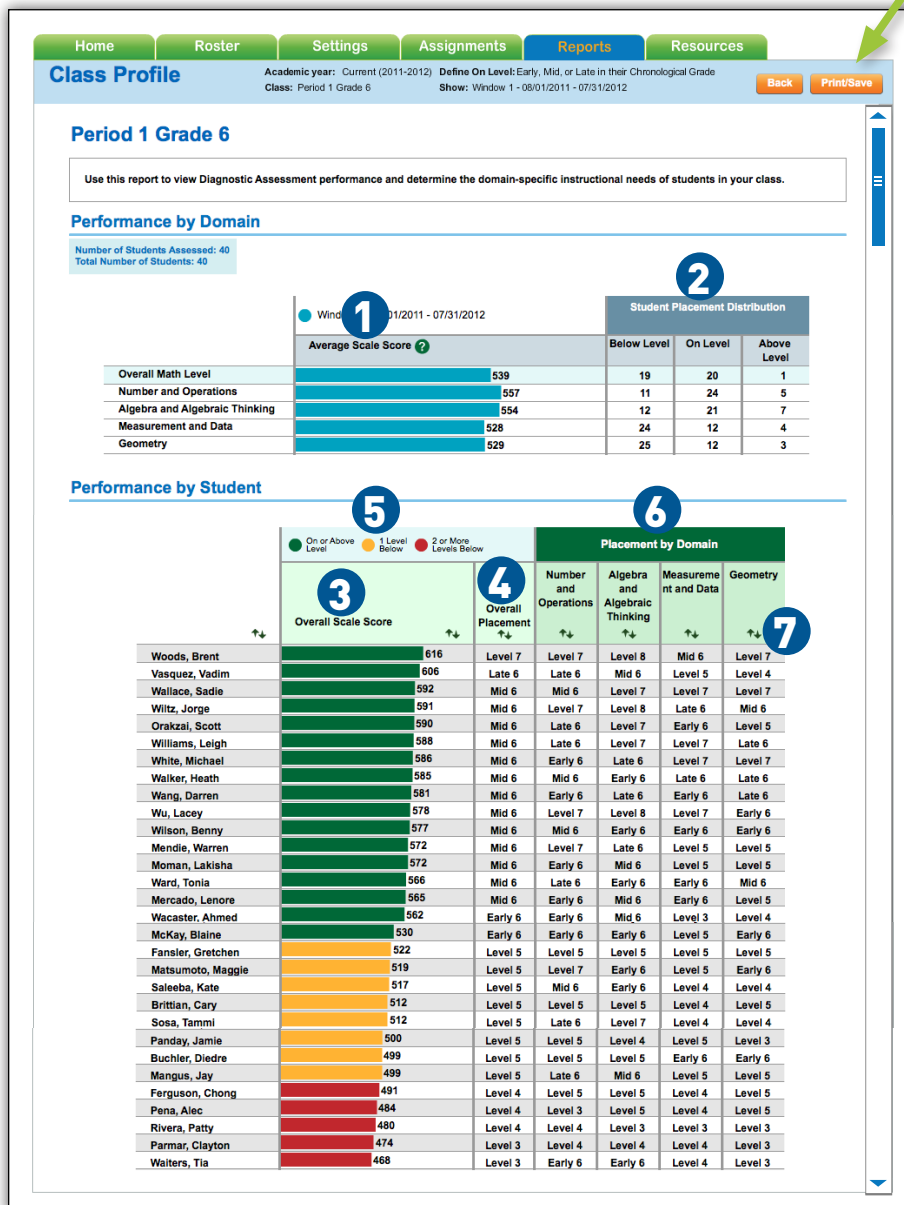
Class Profile Report (Math)

What this report tells you: This report tells you what instructional needs your class has in Math, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students.

Intended use(s): Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1 Average Scale Score: Your students' average level of performance based on the selected Diagnostic Assessment. **For more info on scale scores, see "Understanding Test Scoring" earlier in Chapter 3.**

2 Student Placement Distribution: How many of each of your students are below, on, or above level.

3 Overall Scale Score: Scale score on the selected Diagnostic Assessment for all Math domains.

4 Overall Placement: Grade-level placement based on results from selected Diagnostic Assessment.

5 Overall Placement Key: Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.

6 Placement by Domain: Grade-level student was placed at for each subject domain.

7 Use the \updownarrow symbol to sort scores by overall or domain placement level.

Tips:

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

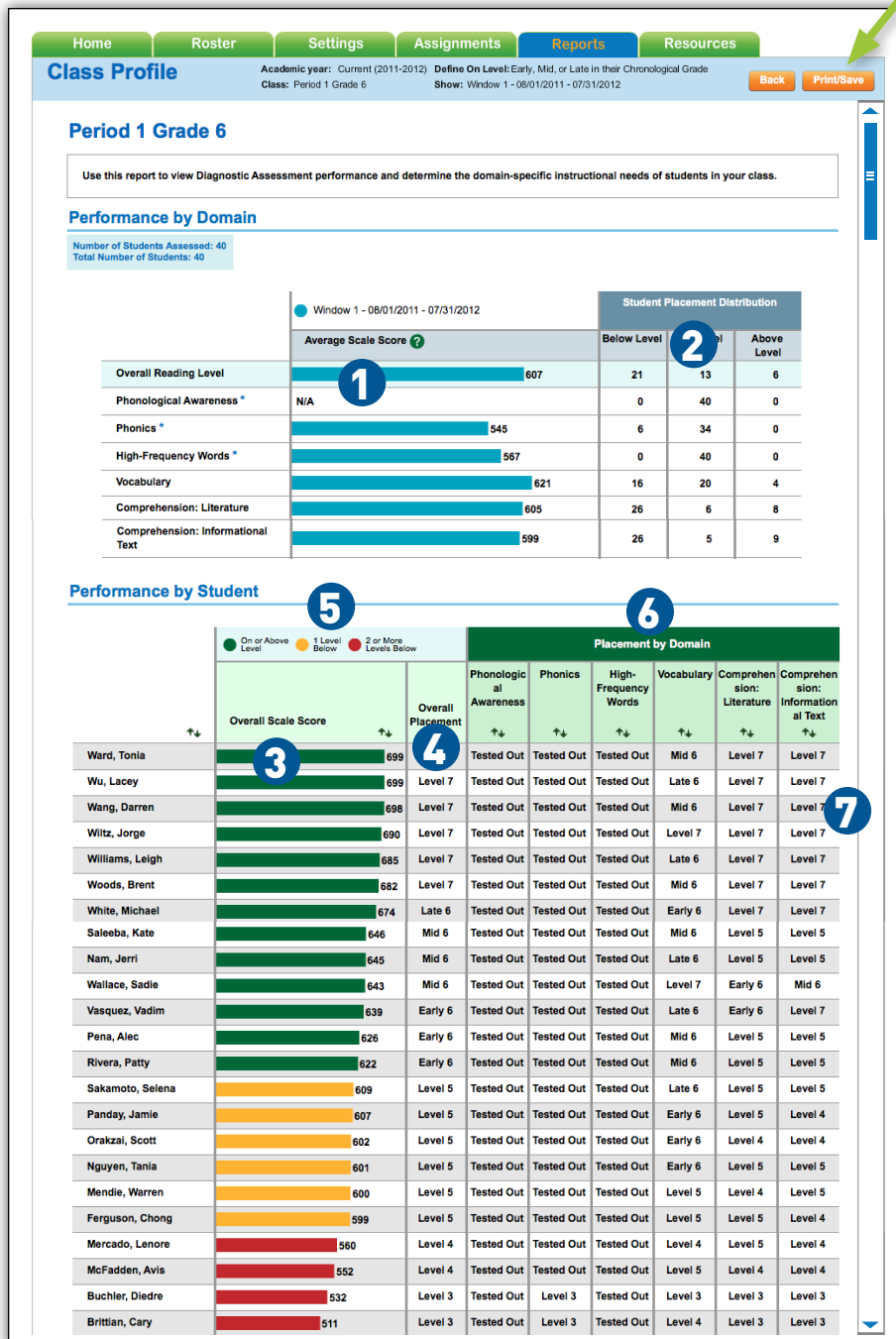
Class Profile Report (Reading)

What this report tells you: This report tells you what instructional needs your class has in Reading, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students. The Reading version of this report is identical to the Math version except it contains scale scores and placement levels for reading domains.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1 Average Scale Score: Your students' average level of performance based on the selected Diagnostic Assessment. **For more info on scale scores, see "Understanding Test Scoring" earlier in Chapter 3.**

2 Student Placement Distribution: How many of each of your students are below, on, or above level.

3 Overall Scale Score: Scale score on the selected Diagnostic Assessment for all Reading domains.

4 Overall Placement: Grade-level placement based on results from selected Diagnostic Assessment.

5 Overall Placement Key: Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.

6 Placement by Domain: Grade-level student was placed at for each subject domain.

7 Use the ↑↓ symbol to sort scores by overall or domain placement level.

Tips:

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

Class Norms Report (Reading)

What this report tells you: This report tells you each student's performance (percentile rank) relative to a group of nationwide students who are in the same grade and who took the tests at the same time of year as the student. This report also shows Lexile® measures for each student.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment and when monitoring student's progress after additional Diagnostic Assessments

Click the "Print/Save" button to print or save a PDF version of any report.

Class Norms

Academic year: Current (2012-2013) Define "On Level": Standard View
 Select Students by: Class Show: Window 1 - 08/01/2012 - 01/31/2013
 Class: Grade 5

Grade 5

Use this report to see each student's position (percentile rank) relative to a group of students who are in the same grade and who took the tests at the same time of year as the student. Since the time of year at which the test was taken is important, the percentile from the most appropriate season (based on test date) is highlighted (though fall, winter and spring norms are shown for reference). You may also use this report to view your students' Lexile® measures.

	Test Date	Grade	Overall Scale Score	Overall Placement	Lexile® Measure	Applicable Percentile	Fall Percentile	Winter Percentile	Spring Percentile
Hunkins, Brenda	12/27/2012	5	645	Level 6	1215L	93%	93%	92%	90%
Hollin, Jocelyn	12/27/2012	5	643	Late 5	1210L	93%	93%	91%	89%
Eber, Sofia	12/27/2012	5	636	Late 5	1175L	88%	88%	87%	85%
Valdez, Tania	12/27/2012	5	634	Late 5	1165L	87%	87%	86%	84%
Hamilton, Emilia	12/27/2012	5	627	Mid 5	1135L	84%	84%	83%	81%
DeCruz, XiFeng	12/27/2012	5	584	Early 5	940L	65%	65%	64%	61%
Dimick, Darren	12/27/2012	5	569	Level 4	870L	58%	58%	57%	55%
Gunderman, Marco	12/27/2012	5	565	Level 4	855L	57%	57%	55%	54%
Coleman, Chong	12/27/2012	5	532	Level 3	705L	46%	46%	44%	42%
Greene, Dean	12/27/2012	5	528	Level 3	685L	44%	44%	42%	40%

1 A percentile rank specifies a student's ranking compared to students in the same grade from a normed sample. For example, if a student's percentile rank is 90%, this means the student scored better than or equal to 90% of her peers from the same grade level from a nationally normed sample of students. Our percentile ranks are derived from a Metametrics® norming study, which sampled about 500,000 students.

2 As students move through the year, their percentile relative to other students may change as they learn and grow. The *Applicable Percentile* column selects the most appropriate percentile rank based on the time of year the Diagnostic Assessment was taken. If a student has taken more than one Diagnostic Assessment in the selected window, the results from the most recently taken Diagnostic Assessment are used.

3 The Percentiles by Season are shown for reference. Again, the applicable percentile column displays either the Fall, Winter or Spring percentile from this table based on whether the student took the diagnostic during the Fall, Winter or Spring. This reference table is shown so that you can consider normed scores for students who fall on the cusp. For example, if a student takes a test near the end of a seasonal window, such as the fall percentile window, you may want to look at the percentile rank for winter as well. The percentile rank windows are:

- Fall: Beginning of Academic Year to 12/31
- Winter: 1/1 – 3/15
- Spring: 3/16 to End of Academic Year

Tips:

- For more details about the Lexile® Measure, see the Lexile® Performance Tab on the Student Profile Report.
- If your school or district has a strong focus on normed scores, this report can help provide a bridge between normed-based scores and criterion-based scoring found in *i-Ready*.

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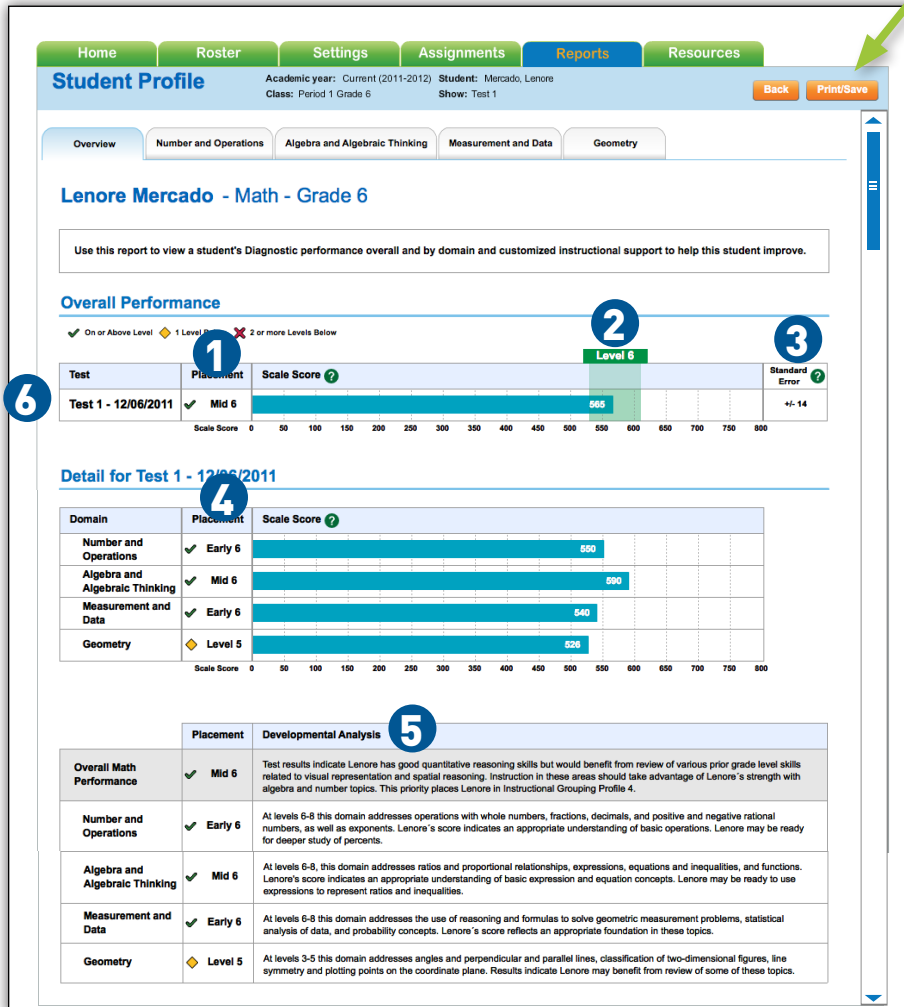
Student Profile Report - Overview Tab (Math)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Math, based on the Diagnostic Assessment. Use this report to give you a comprehensive look at a student's performance on the Diagnostic Assessment and to assess where you should go from here.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.




1 Overall Placement: Grade-level placement based on results from selected Diagnostic Assessment. After each administration of the Diagnostic Assessment, results will automatically appear here. Up to four administrations of the test will appear.

2 Student's Chronological Grade Level: This green bar shows the range of scores that would typically be seen for a student to be on grade level.

3 Standard Error: All tests have some margin of error. This tells you what the margin of error is for this student's score. A smaller number indicates a higher degree of certainty that the scale score is accurate. For example, ± 10 indicates that the reported scale score may be 10 points higher or lower than what is reported. Anything higher than a 20 may deem further investigation as it may be telling you that a student clicked through some of the answers without taking it seriously.

4 Placement and Scale Score by Domain: This shows the grade-level equivalent your student was placed at for each subject domain, as well as the corresponding scale score.

5 Developmental Analysis: This section gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student, since it highlights the most important areas of need.

6 Test Duration Alert: You may see a symbol like this  when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

Tips:

- Use this report when you need detailed information on particular students.
- Use this report with the Class Profile report and Instructional Grouping Profile report when making instructional decisions.
- The information in the Developmental Analysis section can be used when writing IEPs for your Special Education students.

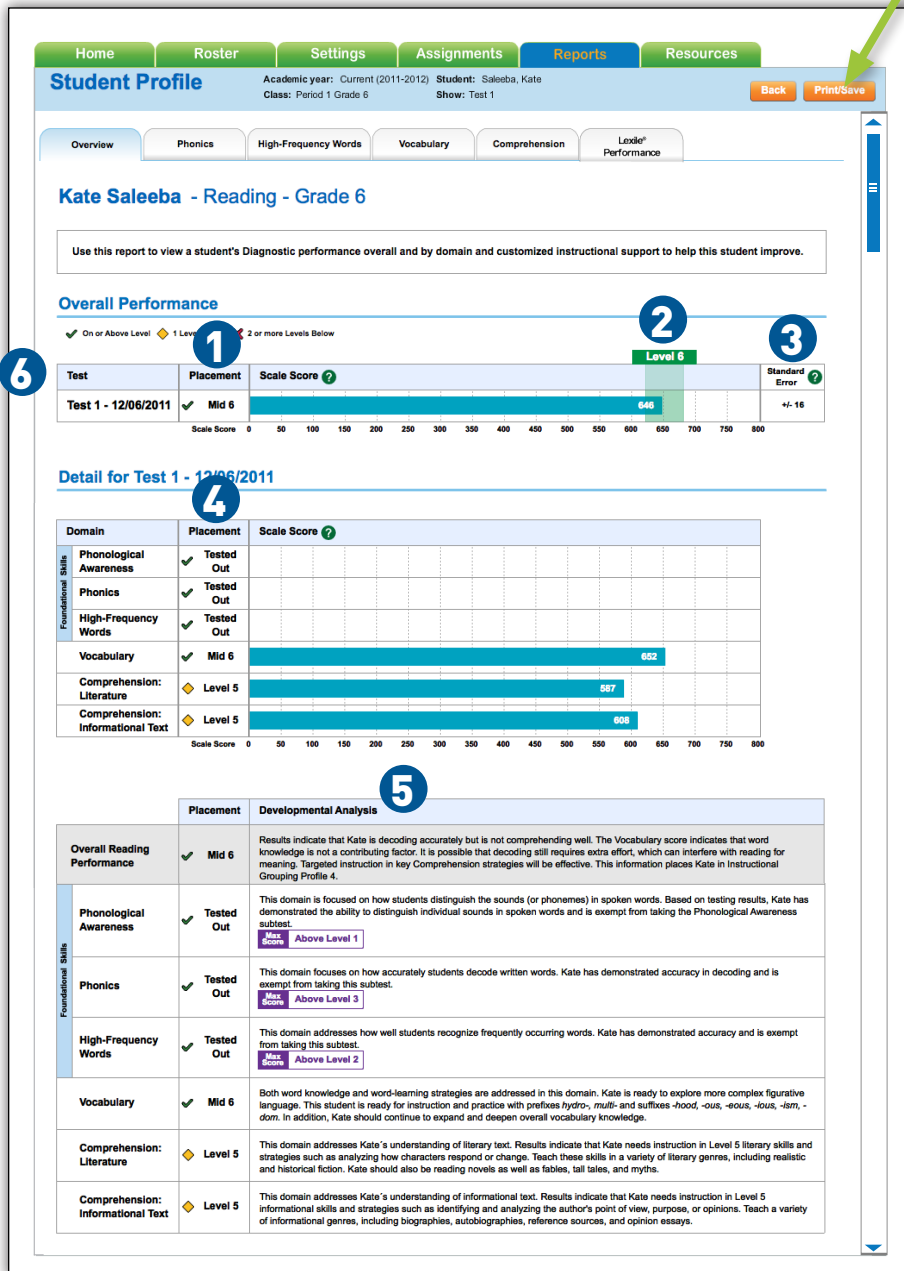
Student Profile Report - Overview Tab (Reading)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Reading, based on the Diagnostic Assessment. Use this report to give you a comprehensive look at a student's performance on the Diagnostic Assessment and to assess where you should go from here. Again, the Reading and Math versions of this report are identical except for the subject-specific content information.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.




1 Overall Placement: Grade-level placement based on results from selected Diagnostic Assessment. After each administration of the Diagnostic Assessment, results will automatically appear here. Up to four administrations of the test will appear.

2 Student's Chronological Grade Level: This green bar shows the range of scores that would typically be seen for a student in this grade.

3 Standard Error: All tests have some margin of error. This tells you what the margin of error is for this student's score. A smaller number indicates a higher degree of certainty that the scale score is accurate. For example, +/- 10 indicates that the reported scale score may be 10 points higher or lower than what is reported. Anything higher than a 20 may deem further investigation as it may be telling you that a student clicked through some of the answers without taking it seriously.

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Tips:

- Use this report when you need detailed information on particular students.
- Use this report with the Class Profile report and Instructional Grouping Profile report when making instructional decisions.
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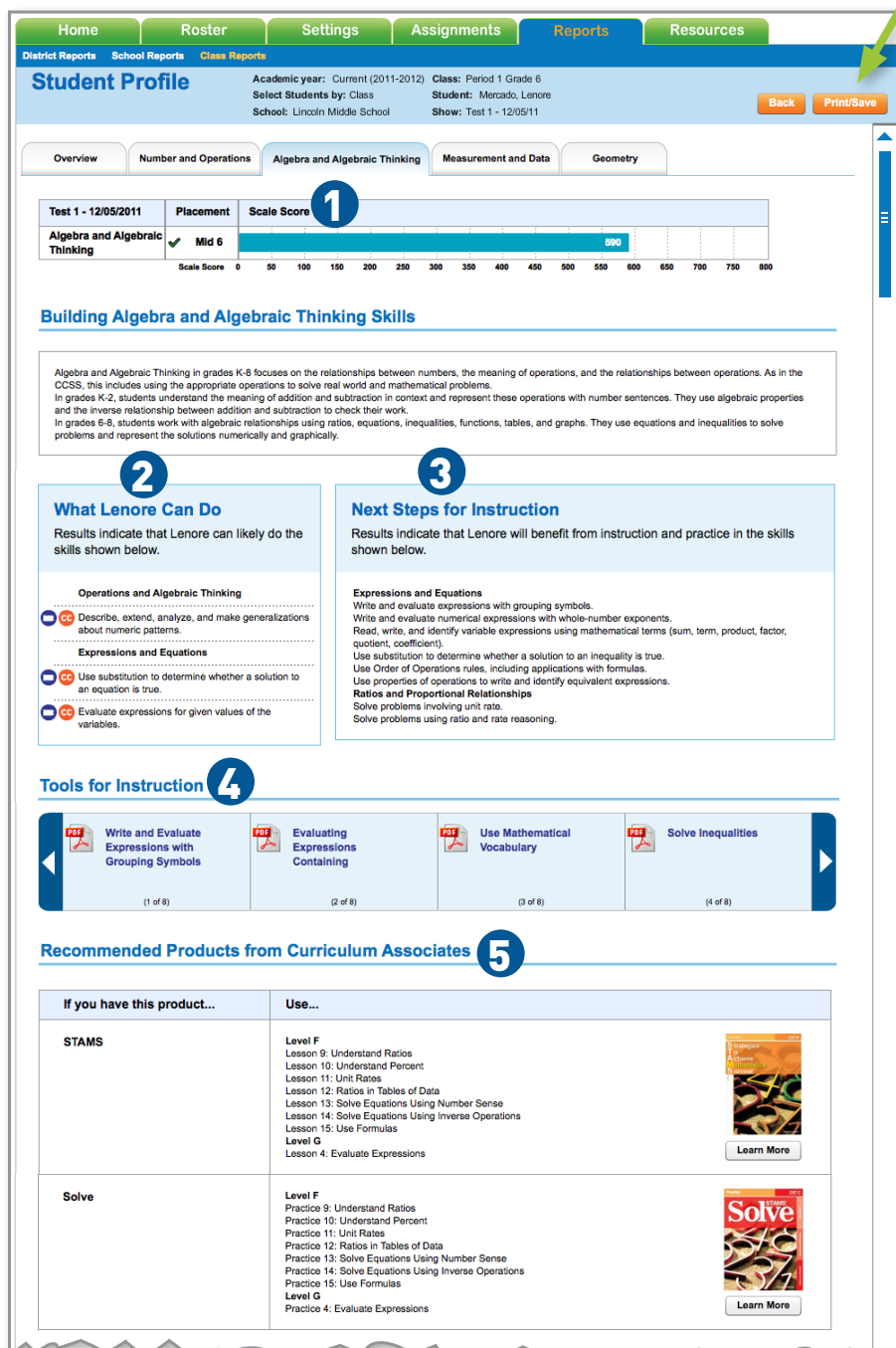
Student Profile Report - Domain-Specific Tabs (Math)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Math, based on the Diagnostic Assessment. It also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills with specific students. Note that domain tabs will be absent if a student tested out of or achieved the maximum score for that particular domain.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



- 1 Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.
- 2 What (Student) Can Do:** This section identifies student strengths in this domain.
- 3 Student Next Steps:** This section identifies the skills that you should target for instruction, since these are the areas that this student needs to strengthen.
- 4 Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.
- 5 Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

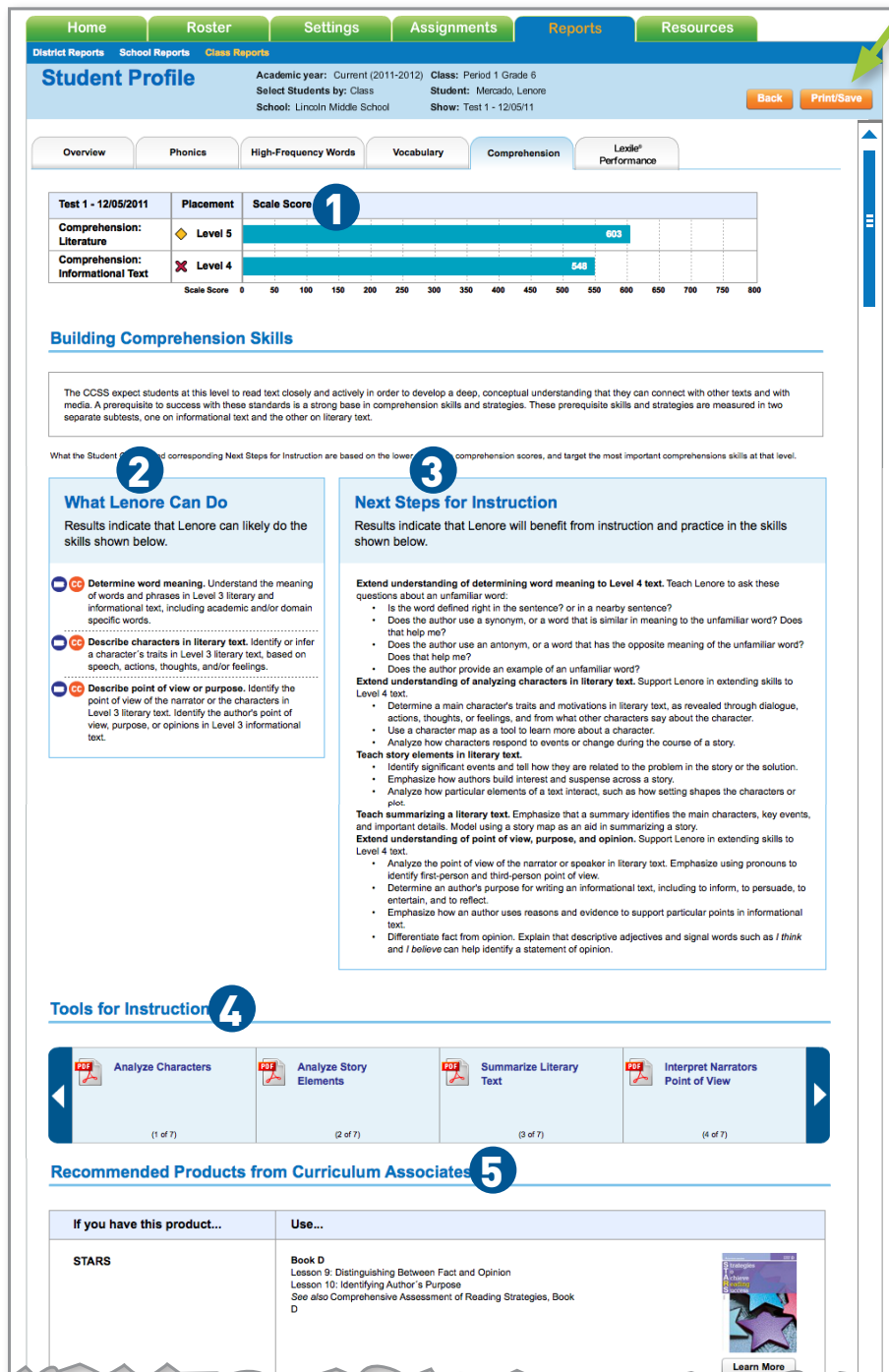
Student Profile Report - Domain-Specific Tabs (Reading)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Reading, based on the Diagnostic Assessment. It also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills with specific students. Note that domain tabs will be absent if a student tested out of or achieved the maximum score for that particular domain.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



- 1 Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.
- 2 What (Student) Can Do:** This section identifies student strengths in this domain.
- 3 Student Next Steps:** This section identifies the skills that you should target for instruction, since these are the areas that this student needs to strengthen.
- 4 Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.
- 5 Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

Student Profile Report - Lexile® Performance Tab (Reading)

What this report tells you: The *i-Ready* Diagnostic Reading Assessment has been statistically linked with the Lexile Framework. This report tab tells you your student's Lexile Measure and Lexile Range, based on the Diagnostic Reading Assessment results. It also provides you with information on the Lexile Framework, links you to the "Find a Book, i-Ready" website, and recommends activities for incorporating "Find a Book, i-Ready" into your classroom.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment and when monitoring student's progress after additional Diagnostic Assessments.

Click the "Print/Save" button to print or save a PDF version of any report.

Student Profile

Academic Year: Current (2011-2012) Define On Level: Standard View
Student: Mercado, Lenore
Class: Period 1 Grade 6 Show: Test 3 - 04/17/2012

Back Print/Save

Overview Phonics High-Frequency Words Vocabulary Comprehension **Lexile® Performance** 1

Lexile® Performance

Test	Lexile Measure 2	Lexile® Range 3
Test 3 - 04/17/2012	600L	500L - 650L
Test 2 - 01/12/2012	585L	485L - 635L
Test 1 - 10/02/2011	535L	435L - 585L

4 "Find a Book, i-Ready" enables you to build custom reading lists based on Lenore's Lexile measure and personal interests. Search for books now at www.Lexile.com/fab/i-ready.

Lexile® Measures and i-Ready

5 The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the difficulty of reading materials which was developed by MetaMetrics®, an educational research organization located in Durham, NC. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. Lexile measures are expressed as numeric measures followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 200L for beginning readers and beginning-reader materials to above 1700L for advanced readers and materials. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader's ability—whether the text may be too easy, too difficult, or just right.

The i-Ready Diagnostic Reading Assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every i-Ready Scale Score. Due to this linking, you may see some fluctuation in students' Lexile measures. For example, if a student's Reading Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student's Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student's Lexile range as you see fit.

A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com.

- Lexile measures at home and at school
- Lexile measures and grade levels

"Find a Book, i-Ready"

6 When matched with texts that have the same or close to the same Lexile measure, students have a much better chance of successfully comprehending what they read and growing in their reading ability. In the upper elementary and middle school grades, students benefit from knowing their Lexile measure and understanding how to use it to select books and other reading materials. "Find a Book, i-Ready" is a Lexile tool that enables you and your students to build customized reading lists according to a Lexile measure and personal interest. To make the most of this tool, have each of your students register for an account. This will allow students to save and print their reading lists. Then incorporate "Find a Book, i-Ready" into your classroom with activities such as these:

Build customized reading lists.

- Ask students to list three favorite books. Then have them tell why they liked each book so much.
- Help students identify the genre of each book. Prompt as necessary with questions such as, *Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information?*
- Model how to navigate to "Find a Book, i-Ready," enter a Lexile range, and choose search categories that seem interesting. Then demonstrate how to get more information about a book by clicking on the title or the cover. Show how to add a book to a reading list by clicking on "Add to My Reading List."
- Have students make a list of interesting books to look for at the school or local library. Remind them to consider their favorite books and genres when selecting search categories.
- Send home a copy of the "Find a Book, i-Ready" handout, which is located in the "For Parents" section of the Resources tab.

Create goal sheets.

- Prompt students to set a goal for how many books they want to read in a set period of time, such as a month. Then have them refer to their customized "Find a Book, i-Ready" reading lists to determine books they want to read to meet their goals. Ask them to record the books they select on a sheet of paper with a box to check off beside each one after they finish reading it.
- Encourage students to revisit their lists frequently, checking off books they have completed. Suggest that students may want to jot down thoughts about books as they finish reading, noting, for example, a book that made them want to read another specific book (as in a series) or a book just like it.

Develop a rating system.

- Work with students to create a system for rating books. For example, create a five-star system where students assign a book one to five stars based on how well they liked it. Display this system on a chart in your classroom.
- When a student completes a book from his or her "Find a Book, i-Ready" reading list, invite the student to write the title, author, and Lexile measure of the book beneath a star rating with an explanation of their review.
- Encourage classmates to consult the chart when adding books to their reading lists.

Create book displays.

- Have students take turns creating a book display on a topic of their choice. Challenge them to use "Find a Book, i-Ready" to identify books on the topic in various Lexile ranges so that the entire class can read and learn about the same topic.

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1 Lexile Performance: The *i-Ready* Diagnostic Reading Assessment has been statistically linked with the Lexile Framework to provide students with a Lexile score each and every time they take the Diagnostic Reading Assessment.

2 Lexile Measure: Your student's Lexile Measure, based on the selected Diagnostic Reading Assessment results. A Lexile Measure represents a student's reading ability and can be used to match the student with books and other materials at an appropriate complexity level.

3 Lexile Range: Your student's Lexile Range, based on the selected Diagnostic Reading Assessment results. The Lexile Range represents the boundaries between easy reading material for the student and the level at which the student will be more challenged, yet can still read successfully.

4 Link to "Find a Book, i-Ready": Link to the website created just for *i-Ready*, where you can search for books and build customized reading lists based on your student's Lexile Measure and personal interests.

5 Lexile Measures and i-Ready: Find information on the Lexile Framework for Reading and its relationship with the *i-Ready* Diagnostic Reading Assessment.

6 "Find a Book, i-Ready" Activities: Use the customized activity recommendations in this section to incorporate "Find a Book, i-Ready" into your classroom.

A Parent Handout for "Find a Book, i-Ready" is available in both English and Spanish within the "For Parents" section of the "Resources" tab.

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Instructional Grouping Profile Report - Overview Tab (Math)

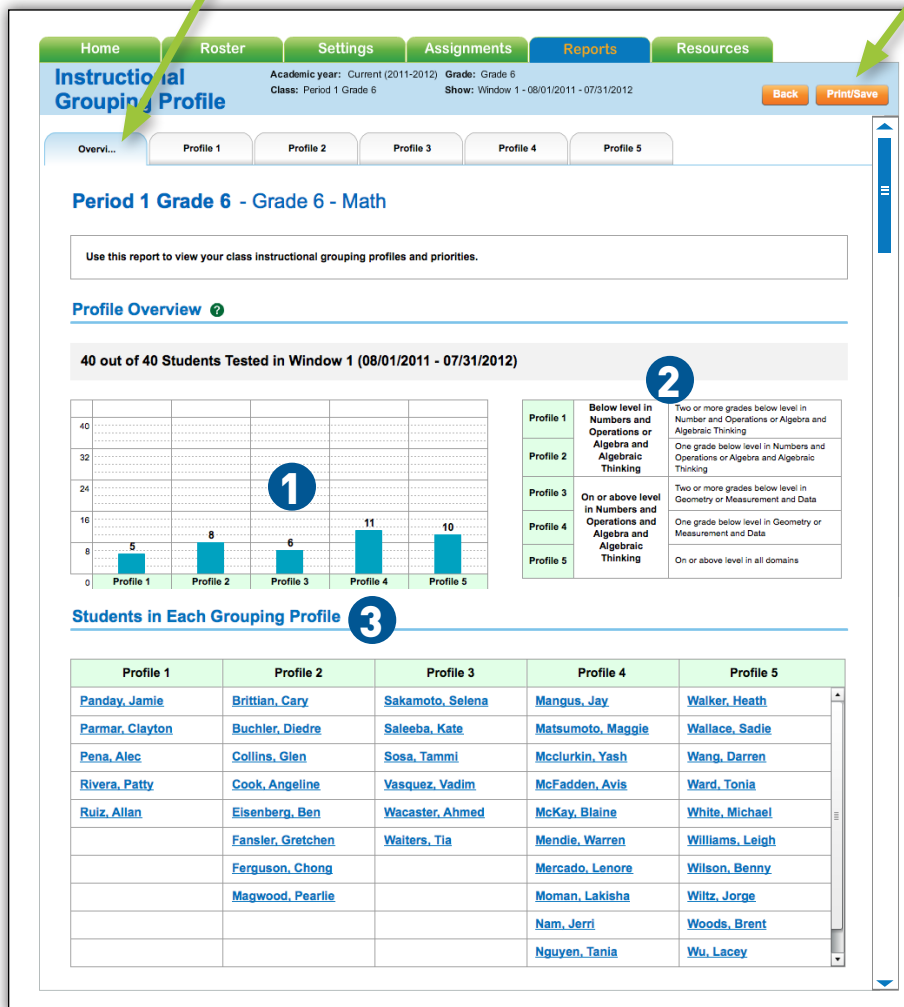
What this report tells you: This report tells you how you can best group students in your class for Math instruction based on the Diagnostic Assessment results.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

Click the Overview tab to see this report. Be sure to check out all the Profile tabs as well!

Click the "Print/Save" button to print or save a PDF version of any report.



1 Profile Overview Chart: This chart shows the number of students in each "profile" within *i-Ready Instruction*.

2 Profile Explanation Grid: This grid explains to you what each profile represents. Generally speaking, students in Profile 1 demonstrated below grade-level performances on the Diagnostic and students in Profile 5 demonstrated on or above grade-level performances on the Diagnostic. These profiles describe common areas of strength/weakness among students.

3 Students in Each Grouping Profile: This section tells you the names of the students in each profile. If you click on the name of a student, it takes you to his/her Student Profile Report.

Tips:

- Use the Instructional Grouping Profile Report to create instructional groups in your classroom and as a way to monitor progress.
- This is a guideline to start your flexible groups with your students. As your students respond to instruction, you will most likely group and regroup. When you administer another Diagnostic Assessment, this report will regroup based on those results.

Instructional Grouping Profile Report - Overview Tab (Reading)

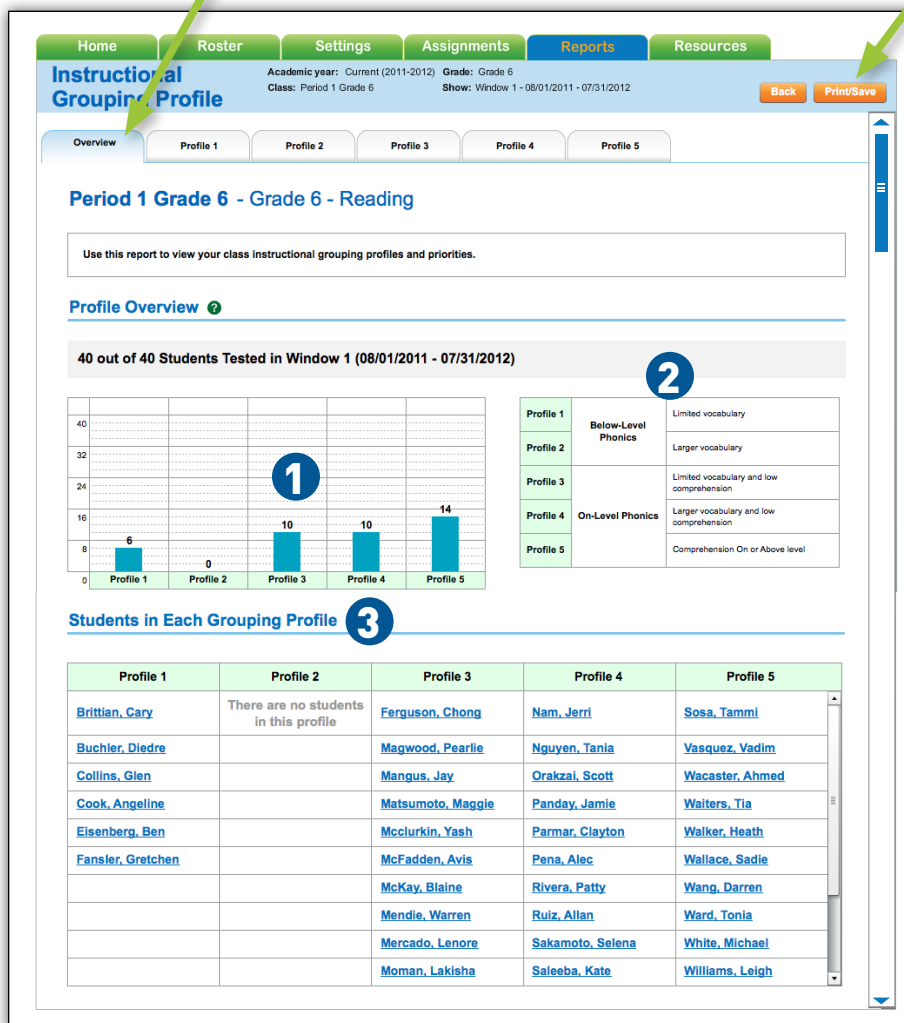
What this report tells you: This report tells you how you can best group students in your class for Reading instruction based on the Diagnostic Assessment results. Again, the Reading and Math versions of this report are identical except for the subject-specific content information.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

Click the Overview tab to see this report. Be sure to check out all the Profile tabs as well!

Click the "Print/Save" button to print or save a PDF version of any report.



1 Profile Overview Chart: This chart shows the number of students in each "profile" within *i-Ready Instruction*.

2 Profile Explanation Grid: This grid explains to you what each profile represents. Generally speaking, students in Profile 1 demonstrated weak performances on the Diagnostic and students in Profile 5 demonstrated the strongest performances on the Diagnostic. These profiles describe additional instruction students should receive beyond their core instruction.

3 Students in Each Grouping Profile: This section tells you the names of the students in each profile. If you click on the name of a student, it takes you to his/her Student Profile Report.

Tips:

- Use the Instructional Grouping Profile Report to create instructional groups in your classroom and as a way to monitor progress.
- This is a guideline to start your flexible groups with your students. As your students respond to instruction, you will most likely group and regroup. When you administer another Diagnostic Assessment, this report will regroup based on those results.

Instructional Grouping Profile Report - Profile Tabs (Math)

What this report tells you: This report tab gives you a detailed view of each student grouping profile, describing specific instructional needs for each profile in Math, based on the Diagnostic Assessment results. This report also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills, tailored to each instructional grouping of students.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

This is the Profile tab view of the Instructional Grouping Profile report.

The screenshot displays the 'Instructional Grouping Profile' report for Profile 3. The interface includes a navigation bar with tabs for Home, Roster, Settings, Assignments, Reports, and Resources. The 'Reports' tab is active, showing the 'Instructional Grouping Profile' for the current academic year (2011-2012) and Grade 5. The report is filtered by School (Harrington Elementary School) and a date range (08/01/2011 - 07/31/2012). The profile is titled 'Profile 3' and shows a window of '08/01/2011 - 07/31/2012'.

1 Window: The report window is labeled '08/01/2011 - 07/31/2012'.

2 Priorities for Profile 3: A table showing performance levels for different domains. The table has columns for '2 Levels or More Below', '1 Level Below', and 'On or Above Level'. The rows are 'Number and Operations', 'Algebra and Algebraic Thinking', and 'Measurement and Data and/or Geometry'.

	2 Levels or More Below	1 Level Below	On or Above Level
Number and Operations			•
Algebra and Algebraic Thinking			•
Measurement and Data and/or Geometry	•		

3 Students in Profile 3: A table listing students and their overall scale scores. The table has columns for 'Overall Scale Score', 'Overall Placement', 'Geometry', and 'Measurement and Data'.

	Overall Scale Score	Overall Placement	Geometry	Measurement and Data
Grasty, Ashlee	502	Level 4	Level 3	Level 3
Greene, Dean	490	Level 4	Level 4	Level 3
Gunderman, Marco	494	Level 4	Level 3	Level 3
Gupta, Dorothea *	527	Early 5	Level 3	Level 2
Guzman, Kate *	496	Level 4	Level 2	Level 2
Hahn, Derrick *	474	Level 3	Level 2	Level 3
Hall, Angela *	492	Level 4	Level 2	Level 3
Hamilton, Emilia *	455	Level 3	Level 2	Level 4

4 Needs Analysis: A table showing student placement levels for the domains of highest priority for instructional focus. The table has columns for 'Overall Placement', 'Geometry', and 'Measurement and Data'.

	Overall Placement	Geometry	Measurement and Data
Grasty, Ashlee	Level 4	Level 3	Level 3
Greene, Dean	Level 4	Level 4	Level 3
Gunderman, Marco	Level 4	Level 3	Level 3
Gupta, Dorothea *	Early 5	Level 3	Level 2
Guzman, Kate *	Level 4	Level 2	Level 2
Hahn, Derrick *	Level 3	Level 2	Level 3
Hall, Angela *	Level 4	Level 2	Level 3
Hamilton, Emilia *	Level 3	Level 2	Level 4

5 Students Needing Additional Differentiated Instruction: A table listing students who are significantly behind in the areas of geometry, measurement, and data. The table has columns for 'Students' and 'Results'.

Students	Results
Gupta, Dorothea Guzman, Kate Hahn, Derrick Hall, Angela Hamilton, Emilia	Results indicate that these students are significantly behind in the areas of geometry, measurement, and data. They will need more intensive intervention to develop proficiency with these spatial/visual skills and concepts. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

6 Instructional Priorities for Profile 3: A section showing specific instructional recommendations to meet the needs of students in the profile. The section is titled 'Geometry'.

7 Tools for Instruction: A section showing targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation. The section is titled 'Geometry'.

8 Recommended Curriculum Associates Products: A section showing paper-based products for targeted, data-driven instruction in your classroom. The section is titled 'Recommended Products from Curriculum Associates'.

- 1 Profile Priorities:** A description of what specific domains and skills are a priority for this profile.
- 2 Profile Priorities Grid:** A quick, visual overview of this group of students' performance level by domain.
- 3 Students in Profile X:** A list of students placed in this profile, along with their overall scale score and overall placement level.
- 4 Needs Analysis:** Student placement levels for the domains that are of highest priority for instructional focus.
- 5 Students Needing Additional Differentiated Instruction:** This section lists students that are significantly behind in the recommended domains of instructional focus listed in the Needs Analysis section.
- 6 Instructional Priorities for Profile X:** Specific instructional recommendations to meet the needs of students in the profile.
- 7 Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.
- 8 Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

Instructional Grouping Profile Report - Profile Tabs (Reading)

What this report tells you: This report tab gives you a detailed view of each student grouping profile, describing specific instructional needs for each profile in Reading, based on the Diagnostic Assessment results. This report also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills, tailored to each instructional grouping of students.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

This is the Profile tab view of the Instructional Grouping Profile report.

1 Window (08/01/2011 - 07/31/2012)

2 Profile Priorities Grid:

Profile	Below-Level Phonics	Limited vocabulary
Profile 1		Limited vocabulary
Profile 2		Larger vocabulary
Profile 3		Limited vocabulary and low comprehension
Profile 4	On-Level Phonics	Larger vocabulary and low comprehension
Profile 5		Comprehension On or Above level

3 Students in Profile 3:

	Overall Scale Score	Overall Placement	Vocabulary	Comprehension
Cuenca, Selena *	506	Level 3	Level 2	Level 4
Danz, Warren *	461	Level 2	Level 2	Level 2
DeCruz, XiFeng	584	Level 4	Level 4	Level 4
Dimick, Darren	569	Level 4	Level 4	Level 4
Ditullio, Pearlle	561	Level 4	Level 4	Level 3
Dixon, Jay	556	Level 4	Level 4	Level 4
Donovan, Lacey	545	Level 4	Level 4	Level 3
Eargle, David	561	Level 4	Level 4	Level 4

4 Needs Analysis:

	Overall Scale Score	Overall Placement	Vocabulary	Comprehension
Cuenca, Selena *	506	Level 3	Level 2	Level 4
Danz, Warren *	461	Level 2	Level 2	Level 2
DeCruz, XiFeng	584	Level 4	Level 4	Level 4
Dimick, Darren	569	Level 4	Level 4	Level 4
Ditullio, Pearlle	561	Level 4	Level 4	Level 3
Dixon, Jay	556	Level 4	Level 4	Level 4
Donovan, Lacey	545	Level 4	Level 4	Level 3
Eargle, David	561	Level 4	Level 4	Level 4

5 Students Needing Additional Differentiated Instruction:

Cuenca, Selena
Danz, Warren

Results indicate that these students are considerably below level in Vocabulary. They will need more intensive instruction in this area. For more information about differentiating instruction to meet their needs, see their individual Student Profiles.

6 Instructional Priorities for Profile 3:

7 Tools for Instruction:

Vocabulary

- Teach New Word Meanings (1 of 10)
- Use Context to Find Word Meaning (2 of 10)
- Explore Multiple-Meaning Words (3 of 10)
- Explore Synonyms (4 of 10)

Comprehension

- Key Ideas and Details (1 of 21)
- Make Inferences (2 of 21)
- Main Idea and Key Details (3 of 21)
- From Retelling to Summarizing (4 of 21)

8 Recommended Products from Curriculum Associates

- Profile Priorities:** A description of what specific domains and skills are a priority for this profile.
- Profile Priorities Grid:** A quick, visual overview of this group of students' performance level by domain.
- Students in Profile X:** A list of students placed in this profile, along with their overall scale score and overall placement level.
- Needs Analysis:** Student placement levels for the domains that are of highest priority for instructional focus.
- Students Needing Additional Differentiated Instruction:** This section lists students that are significantly behind in the recommended domains of instructional focus listed in the Needs Analysis section.
- Instructional Priorities for Profile X:** Specific instructional recommendations to meet the needs of students in the profile. Each reading profile contains instructional recommendations for your English Language Learner students.
- Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.
- Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

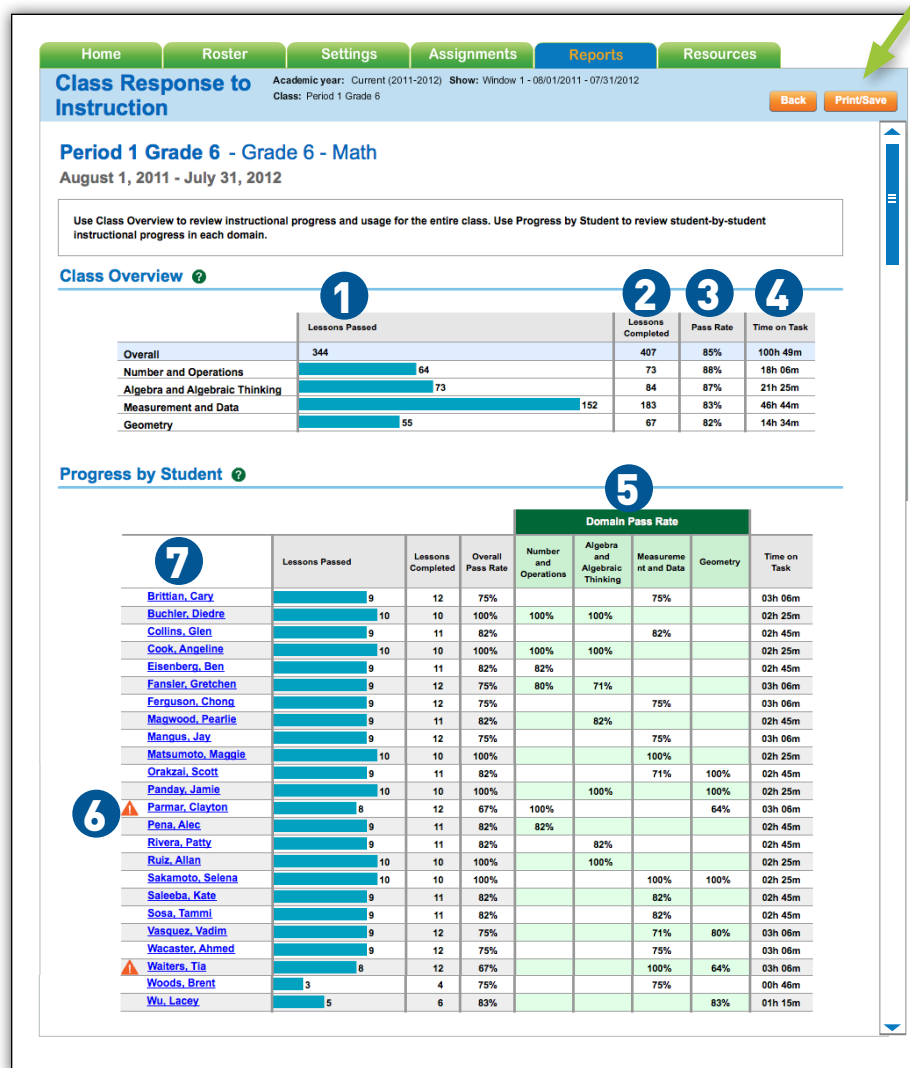
INSTRUCTION Class Response to Instruction (RTI) Report

What this report tells you: This report tells you how your class is performing on the online lessons, if they are making progress, and how much time they are spending completing online lessons. Data in this report is generated by the scored activity at the end of each instructional lesson, allowing you to monitor progress after each lesson is completed.

Intended use(s): For Progress Monitoring/Planning Instruction

When to use it: Whenever students have used *i-Ready Instruction*, you can check their progress with this report.

Click the "Print/Save" button to print or save a PDF version of any report.



- 1 Lessons Passed:** All the online lessons your class/student has passed.
- 2 Lessons Completed:** Total number of lessons completed by your class/student, including both passed and failed lessons. The passing threshold is automatically set at 70%, but it can be adjusted by your school administrator.
- 3 Pass Rate:** The percentage of lessons your class/student has passed out of total lessons completed.
- 4 Time on Task:** How much time this particular class/student has spent working on online lessons. Note that Time on Task is not counted for a lesson until the scored activity at the end of the lesson is complete.
- 5 Domain Pass Rate:** The percentage of lessons passed in each domain by student, out of the total lessons completed in that domain. If this field is blank for a student, it means that the student has not completed any online lessons in this domain yet. Lessons are assigned according to the areas of student's greatest needs.
- 6 Alert:** Here, this symbol indicates that the student's overall pass rate is below the threshold set by your administrator for your account (default setting is 70%). When you see this alert, this is an indication that you may want to look at this student's performance and do some individual remediation to help him understand that skill.

Tips:

- Use this report to get a sense for how your class is responding to instruction as a whole. If you need to drill down deeper into particular students or groups of students, use the Student Response to Instruction Report.
- Use the Tools for Instruction in the Resources tab to do remediation with students who need help in particular areas.

- 7** You can click on a student's name to go straight to the detailed Student Response to Instruction report (for that particular student). For example, when you see an Alert symbol, it is a good idea to click on that student's name to view this report and see what specific lessons she is struggling with.

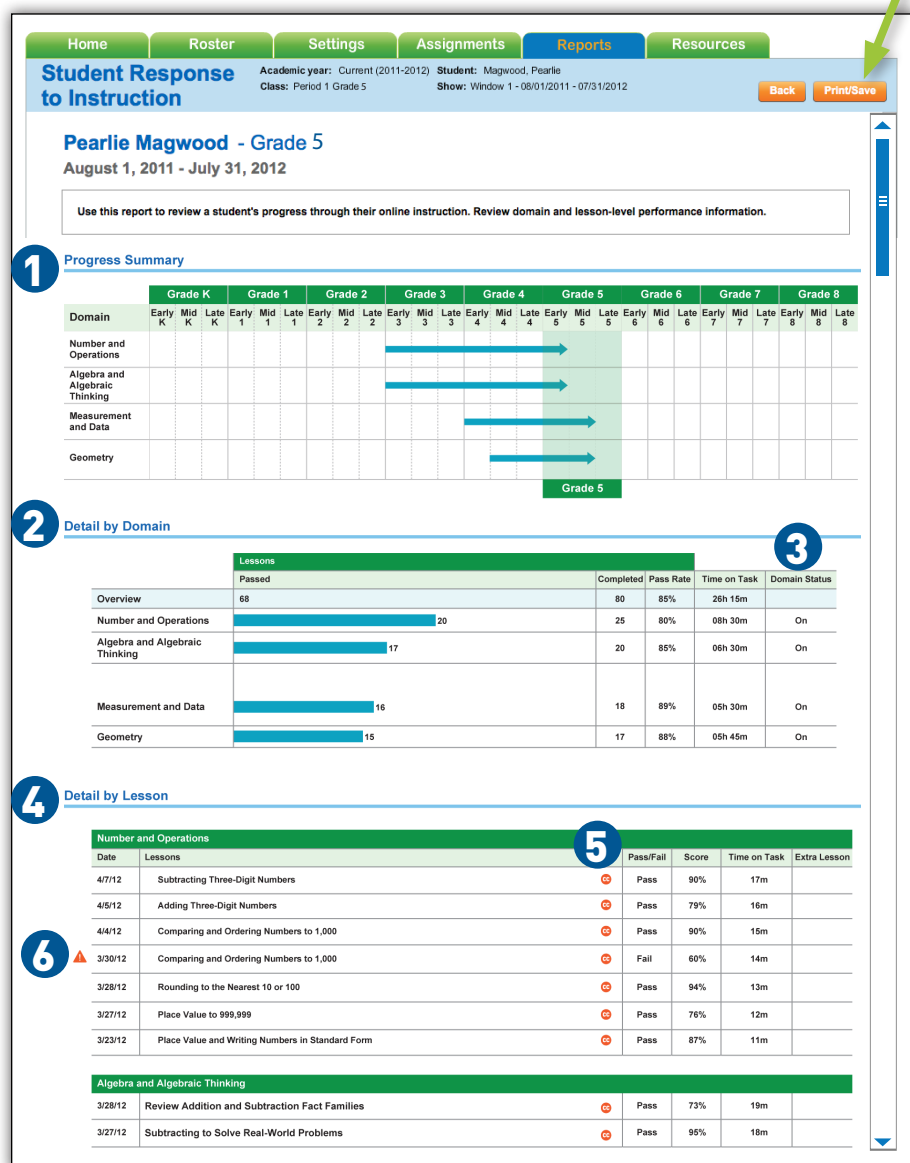
INSTRUCTION Student Response to Instruction (RTI) Report

What this report tells you: This report tells you how your student is performing on the online lessons, whether they are making progress, and how much time they are spending completing online lessons. Data in this report is generated by the scored activity at the end of each instructional lesson, allowing you to monitor progress after each lesson is completed.

Intended use(s): For Progress Monitoring/Planning Instruction

When to use it: After you have begun online instruction and are ready to check student progress

Click the "Print/Save" button to print or save a PDF version of any report.



Tips:

- Use this report to see how students are doing on Instruction in each domain and adjust your instruction plans accordingly.
- Pair the information in this report with the info in your state's Standards Performance report, where you can see individual student performance based on the standards.

Parent Report (PDF only)

What this report tells you: This is a shortened version of the Student Profile report that you can share with parents.

Intended use(s) For Family Connections

When to use it: When you want to bring parents into the conversation about student performance on *i-Ready*

i-Ready
Diagnostic & Instruction

Parent Report for Lenore Mercado

Academic year: Current (2011-2012) Student: Mercado, Lenore
Class: Period 1 Grade 6 Show: Test 1

1 What is i-Ready?

i-Ready is an online assessment program focused on reading and math. Lenore has recently taken the i-Ready assessment at school. This report gives you a snapshot of your child's performance.

2 Lenore's Overall Math Performance

Test	Placement	Scale Score
Test 1 - 12/5/2011	At Level 6	555

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

3

4

Detail for - 12/5/2011

Domains	Lenore's Performance Levels
Overall Math Performance	At Level 6
Number and Operations	At Level 6
Algebra and Algebraic Thinking	At Level 6
Measurement and Data	At Level 6
Geometry	Approaching Level 6

Scale Scores and Placement Levels

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Lenore's level of performance overall and on each subtest, and they describe the optimum instruction level. The four possible placement levels are:

- Above Level
- At Level
- Approaching Level
- Needs Improvement

See the following page for each kind of skill, or domain, assessed in *i-Ready Diagnostic*.

5 What are the Math Domains?

Number and Operations
Number and Operations in grades K-8 refers to the math skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying and dividing different types of numbers. This includes whole numbers, decimals, fractions, integers, and irrational numbers.

Algebra and Algebraic Thinking
Algebra and Algebraic Thinking in grades K-8 refers to math skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication and division and using symbols to write and solve equations or to solve word problems.

Measurement and Data
Measurement and Data in grades K-8 is a wide range of math skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measure the length of an object to using formulas to find volume or surface area. It also includes understanding tables and graphs, and in later grades, statistics and probability.

Geometry
Geometry in grades K-8 refers to a variety of skills related to analyzing two- and three-dimensional shapes. This includes naming and classifying shapes by characteristics such as symmetry, number of sides, length of sides, angle measures, and in later grades, concepts such as congruence and similarity.

6 Helpful Resources for Families

Helping Your Child Learn Math from the U.S. Department of Education:
<http://www2.ed.gov/parents/academic/help/math/index.html>

Family Resources from the National Council of Teachers of Mathematics:
<http://www.nctm.org/resources/families.aspx>

Curriculum Associates
i-ready.com

Date: 1/19/2012 | Page: 2 of 2
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- 1 What is i-Ready?** A brief description of *i-Ready* for parents, who may not be familiar with the program.
- 2 Overall Performance Information:** Similar to information shown on the Student Profile report, this tells parents how their student performed overall on the selected Diagnostic Assessment.
- 3 Performance Levels:** Explains student performance levels overall and within each domain on the selected Diagnostic Assessment.
- 4 Scale Scores and Placement Levels:** These parent-friendly descriptions explain what scale score and placement level mean, and how they are measured.
- 5 Domain Descriptions:** These parent-friendly descriptions explain what is included in each subject domain.
- 6 Helpful Resources for Families:** These links can be shared with families as resources that help to promote family involvement in a child's learning.

Tips:

- Make parent communications about *i-Ready* simple—use this report to get the conversation started.
- You may also want to have other reports, such as the Student Response to Instruction report, handy for discussion with families.

State Standards Performance Report

What this report tells you: This report tells you how each student is performing against the standards for his particular state.

Intended use(s): Progress Monitoring/Planning Instruction

When to use it: When you would like to see how students are performing on the Diagnostic Assessment, specifically focusing on performance on state standards

Click the "Print/Save" button to print or save a PDF version of any report.

Home
Roster
Settings
Assignments
Reports
Resources

Standards Performance

Academic year: Current (2011-2012)
Compare to: None
Class: Period 1 Grade 6
Begin Range: Grade K
Student: Cook, Angeline
End Range: Grade 8
Show: Test 1 - 12/06/11
Back
Print/Save

Angeline Cook
Test 1 - 12/06/11

Based on the results of the selected Diagnostic Assessment, the student likely understands the i-Ready skills aligned to the green checked standards below. The white check mark indicates either that the student only understands some of the i-Ready skills aligned to the standard or the aligned i-Ready skill is only partially related to the standard, so claims can only be made conservatively. You can click on the i-Ready icon next to each standard to see the exact language of the indicator that was assessed. You may refer to the technical manual for a more detailed explanation.

Standards and Core Curriculum

Grade K	Test 1
<p>Reading Students will read, write, listen, and speak for literary response and expression.</p> <p>LA.K.R.2.2.d Engage in pre-reading and reading activities to retell a story, with assistance</p>	
<p>Reading Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>LA.K.R.3.2.b Engage in pre-reading and reading activities to use illustrations to assist in understanding the content of a text and to anticipate what will happen next</p> <p>LA.K.R.3.2.b Engage in pre-reading and reading activities to use illustrations to assist in understanding the content of a text and to anticipate what will happen next</p> <p>LA.K.R.3.2.c Engage in pre-reading and reading activities to predict what could happen next or the outcome of a story or article read aloud</p> <p>LA.K.R.3.2.g Engage in pre-reading and reading activities to distinguish between real and imaginary stories</p>	
<p>The reading competencies common to all four ELA standards in which students are making adequate progress during kindergarten are Phonological and Phonemic Awareness</p> <p>LA.K.R.1.b Blend beginning sound (onset) with ending sound (rime) to form known words . . .</p> <p>LA.K.R.1.c Count or tap the number of syllables in spoken words</p> <p>LA.K.R.1.d Isolate individual sounds within spoken words ("What is the first sound in can?")-Phoneme Isolation</p> <p>LA.K.R.1.e Identify the same sounds in different spoken words ("What sound is the same in sit, slip, and sun?")-Phoneme Identity</p> <p>LA.K.R.1.f Categorize the word in a set of three or four words that has a different sound ("Which word doesn't belong: doll, dish, pill?")-Phoneme Categorization</p> <p>LA.K.R.1.g Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /l/ /g/-Phoneme Blending</p> <p>LA.K.R.1.h Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound ("How many sounds are there in big? Move three counters.")-Phoneme Segmentation</p> <p>LA.K.R.1.i Recognize the remaining word when a phoneme is removed ("What is cat without the /k/?")-Phoneme Deletion</p> <p>LA.K.R.1.j Make a new word by adding a phoneme to an existing word ("What word do you have if you add /s/ to mile?")-Phoneme Addition</p> <p>LA.K.R.1.k Substitute one phoneme for another to make a new word ("The word is rug. Change /g/ to /n/. What is the new word?")-Phoneme Substitution</p>	
<p>Listening Students will read, write, listen, and speak for literary response and expression.</p> <p>LA.K.L.2.1.c Listen to literary texts and performances to recall a sequence of events from a personal experience or story</p> <p>LA.K.L.2.1.d Listen to literary texts and performances to identify character . . .</p>	
<p>The reading competencies common to all four ELA standards in which students are making adequate progress during kindergarten are Alphabet Recognition and Phonics</p> <p>LA.K.R.3.a Recognize and name automatically all . . . lowercase manuscript letters</p> <p>LA.K.R.3.a Recognize and name automatically all uppercase . . . manuscript letters</p> <p>LA.K.R.3.b Recognize that individual letters have associated sounds</p> <p>LA.K.R.3.d Identify some consonant letter-sound correspondences</p>	

- State Standards Correlations:** Your report will correlate student performance to the standards in your own state.
- Grade Level Range:** This report will show standards performance for your state, for as many grades as you select. For example, if a student has taken *i-Ready* Diagnostic Assessments in numerous grades, you can choose to view standards performance all the way from K–12.
- Selected Diagnostic Assessment:** The particular administration of the test you have selected to look at for this report. You can compare up to two tests at a time.
- i-Ready Skills Aligned to State Standard:** Click on this icon to see the exact language of the skills that were assessed in *i-Ready* and correlated to your state standards for this report.
- State Standard Code:** This shows state standards, ordered by the coding system used by your state.
- Green Check Mark:** A green check mark means that this student likely understands the *i-Ready* skills aligned to the related standard.
- White Check Mark:** A white check mark indicates either that the student may only understand some of the *i-Ready* skills aligned to this standard or the *i-Ready* skill(s) is only partially related to the aligned state standard.

Tip:

- Finding this to be a lot of information? Filter only by the grade levels you really want to see for a particular student.

Common Core State Standards (CCSS) Performance Report

This report will only appear if your state has adopted the Common Core State Standards.

What this report tells you: This report tells you how each student is performing against the Common Core State Standards.

Intended use(s): For Progress Monitoring/Planning Instruction

When to use it: When you would like to see how students are performing on online instruction, specifically focusing on performance based on CCSS

Click the "Print/Save" button to print or save a PDF version of any report.

Home **1** **Roster** **Settings** **Assignments** **Reports** **Resources**

CCSS Performance Academic year: Current (2011-2012) Compare to: None
Class: Period 1 Grade 6 Begin Range: Grade K
Student: Mercado, Lenore End Range: Grade 6
Show: Test 1 - 12/06/11 **Back** **Print/Save**

Lenore Mercado
Test 1 - 12/06/11

Based on the results of the selected Diagnostic Assessment, the student likely understands the i-Ready skills aligned to the green checked standards below. The white check mark indicates either that the student only understands some of the i-Ready skills aligned to the standard or the aligned i-Ready skill is only partially related to the standard, so claims can only be made conservatively. You can click on the i-Ready icon next to each standard to see the exact language of the indicator that was assessed. You may refer to the technical manual for a more detailed explanation.

Common Core State Standards for Mathematics

Grade K **Test 1**

Counting and Cardinality
Know number names and the count sequence.

Standard	Description	i-Ready	Checkmark
MA.K.K.CC.1	Count to 100 by ones and by tens.	10	✓
MA.K.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	10	✓
MA.K.K.CC.3	Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	10	✓

Counting and Cardinality
Count to tell the number of objects.
Understand the relationship between numbers and quantities; connect counting to cardinality.

Standard	Description	i-Ready	Checkmark
MA.K.K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	10	✓
MA.K.K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	10	✓
MA.K.K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.	10	✓

Counting and Cardinality
Count to tell the number of objects.

Standard	Description	i-Ready	Checkmark
MA.K.K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	10	✓

Counting and Cardinality
Compare numbers.

Standard	Description	i-Ready	Checkmark
MA.K.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	10	✓
MA.K.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	10	✓

Operations and Algebraic Thinking
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Standard	Description	i-Ready	Checkmark
MA.K.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	10	✓
MA.K.K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	10	✓
MA.K.K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	10	✓
MA.K.K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing...	10	✓
MA.K.K.OA.5	Fluently add and subtract within 5.	10	✓

Grade 1 **Test 1**

Operations and Algebraic Thinking
Represent and solve problems involving addition and subtraction.

1 CCSS Performance: See how an individual student is performing against the Common Core State Standards (if these apply to your state).

2 Grade Level Range: This report will show standards performance for CCSS, for as many grades as you select. For example, if a student has taken i-Ready Diagnostic Assessments from K–12, you can choose to view standards performance all the way from K–12.

3 Selected Diagnostic Assessment: The particular administration of the test you have selected to look at for this report. You can compare up to two tests at a time.

4 i-Ready Skills Aligned to CC State Standards: Clicking on this icon will show you the exact language of the indicator that was assessed in i-Ready and aligned to the Common Core State Standards for this report.

5 CCSS Code: This shows the individual Common Core State Standards, ordered by the coding system used for CCSS.

6 Green Check Mark: A green check mark means that this student likely understands the i-Ready skills aligned to the related CCSS.

7 White Check Mark: A white check mark indicates either that the student may only understand some of the i-Ready skills aligned to this standard or the i-Ready skill(s) is only partially related to the aligned CCSS.

Tip:

- This report can be used in conjunction with your State Standards Performance report, if your state uses both sets of standards.

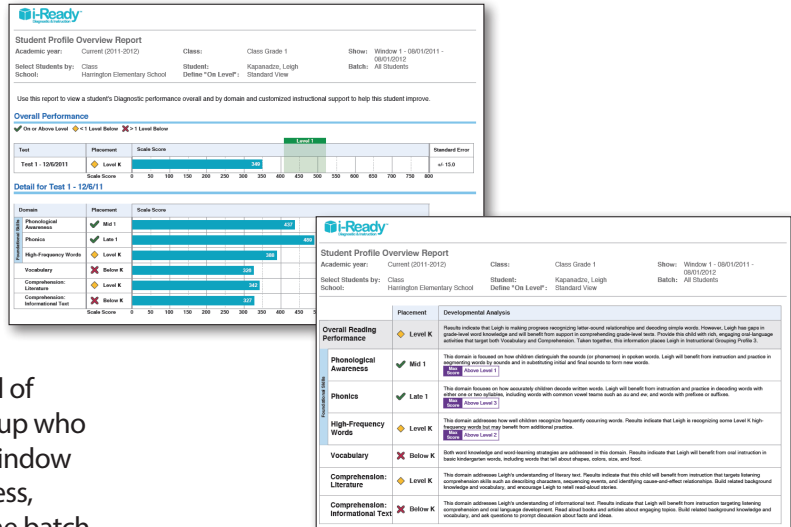
Batch Reports (PDF only)

Batch Reports allow you to download, print, or save the Student Profile Reports or Parent Reports for many students at one time, rather than running reports individually for each student. There are 3 Batch Reports, each described in more detail below. Note that these reports will all download to your computer as a PDF file that you can save or print. These reports can be up to 320 pages long, and may take up to a few minutes to generate and download.

Student Profile Overview

What this report tells you: This report allows you to download a PDF of the Student Profile Report's Overview pages for multiple students at once. The PDF will include approximately 2–3 pages per student.

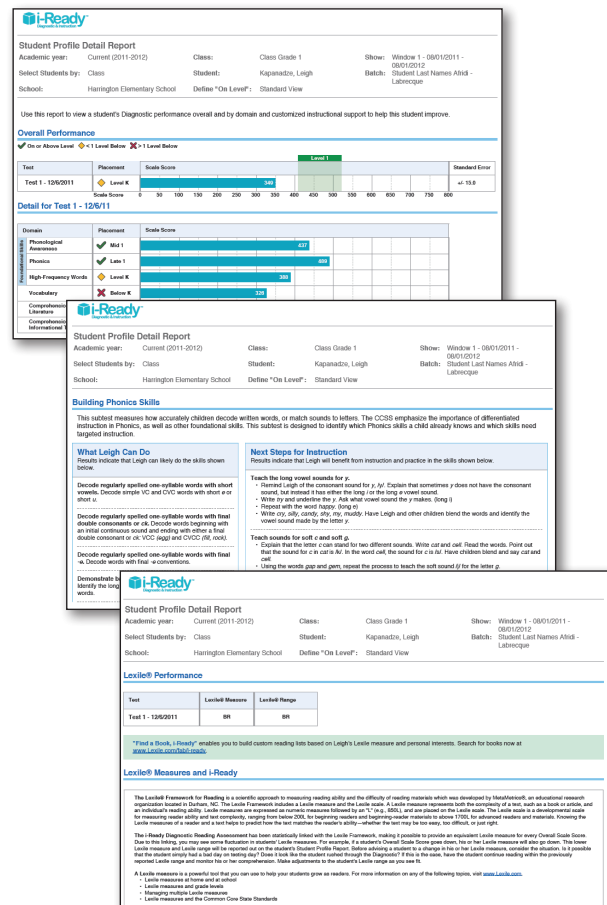
What students are included: You can download this report for up to 40 students at a time. Most classes in *i-Ready* contain fewer than 40 students, so it will be rare that you need to run more than one batch report for a class. All of the students in your selected class or report group who have taken a test within your selected "Show" window will be grouped into batches of 40 students or less, organized alphabetically by last name. Select one batch of students to run the report. Run the report multiple times with different batches in order to download this report for more than 40 students.



Student Profile Detail

What this report tells you: This report allows you to download a PDF of the Student Profile Report details for multiple students at once. The Student Profile Report's Overview pages, Domain pages, and Lexile pages (when run for Reading) are all shown in this report. The PDF will include approximately 8–16 pages per student.

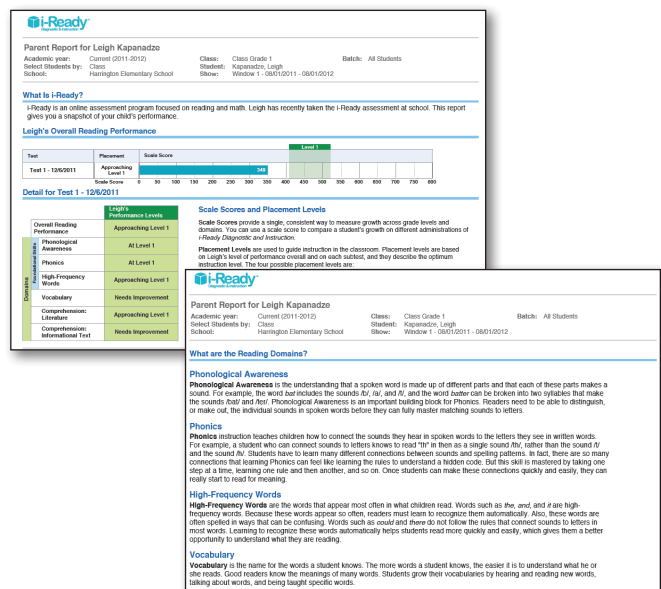
What students are included: You can download this report for up to 20 students at a time. All of the students in your selected class or report group who have taken a test within your selected "Show" window will be grouped into batches of 20 students or less, organized alphabetically by last name. Select one batch of students to run the report. Run the report multiple times with different batches in order to download this report for more than 20 students.



Parent Report

What this report tells you: This report allows you to download a PDF of the Parent Reports for multiple students at once. The PDF will include approximately 2–3 pages per student.

What students are included: You can download this report for up to 40 students at a time. Most classes in *i-Ready* contain fewer than 40 students, so it will be rare that you need to run more than one batch report for a class. All of the students in your selected class or report group who have taken a test within your selected “Show” window will be grouped into batches of 40 students or less, organized alphabetically by last name. Select one batch of students to run the report. Run the report multiple times with different batches in order to download this report for more than 40 students.



Chapter 4: Using Diagnostic Assessment Data to Make Instructional Decisions

This chapter explains how the valuable information obtained from the Diagnostic Assessment is used by the *i-Ready Instruction* component to create a unique plan for each student. The Diagnostic Assessment drives two types of instruction: online instruction and teacher-led instruction. If you have only the Diagnostic portion of the program, the Diagnostic results can still be very helpful in creating differentiated teacher-led instructional plans for your students; see the “Teacher-led Classroom Instruction” section, later in this chapter.

INSTRUCTION *i-Ready Online Instruction*

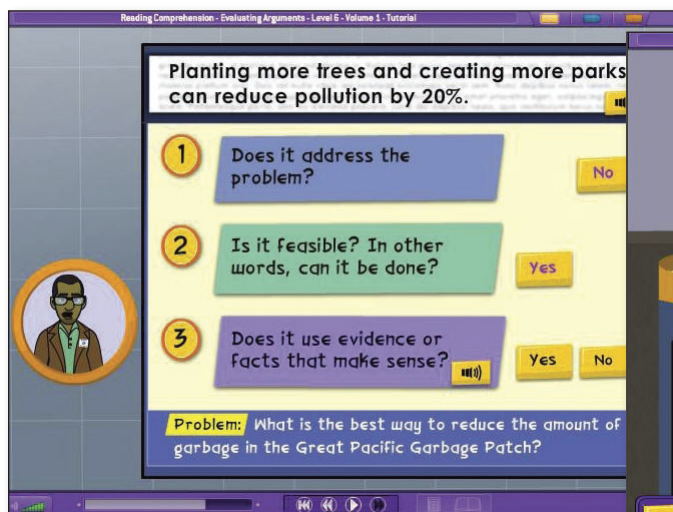
This first section is about Online Instruction. See the Teacher-led Classroom Instruction section later in this chapter for more info on what tools and resources *i-Ready* provides for classroom instruction.

How Are Online Lessons Assigned?

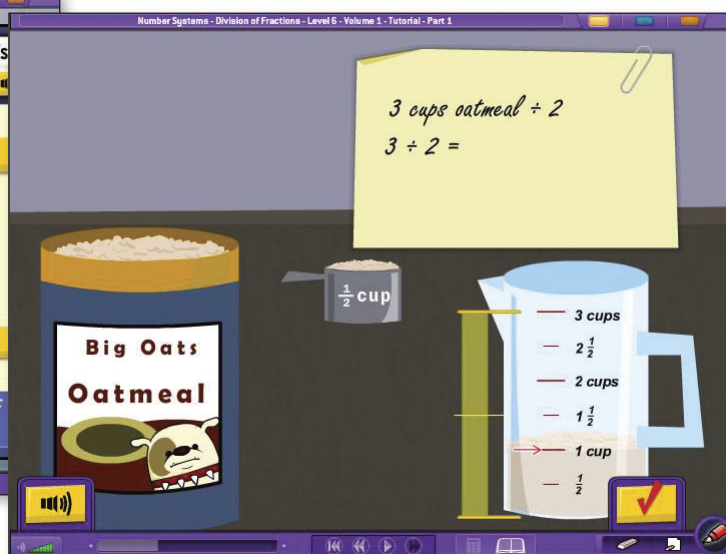
Once each student has completed the Diagnostic Assessment, *i-Ready Instruction* will build a unique lesson plan consisting of online instructional lessons based on test performance, with an individualized starting point for every student. Of course, you have the ability to adjust the position of the student within the recommended sequence of lessons, or to add extra lessons for any student. All of this can be done in the “Assignments” tab under the “Student Lesson Plan” sub-tab. **To make changes here or elsewhere within the “Assignments” tab, see the “Assignments” portion of Appendix A.**

How the Online Lessons Work

The *i-Ready Instruction* lessons provide students with an engaging and differentiated learning experience. Each student gets her own unique set of lessons, based on her performance on the Diagnostic Assessment. After completing the Diagnostic Assessment, students will see a “Start Lessons” button on their homepage, which will always take them to the next lesson in their unique plan. Within each lesson, students receive an instructional tutorial, one or more practice sessions, and a final quiz. Upon successful completion of the lesson, they will earn 20 credits toward games, and *i-Ready Instruction* will queue up their next lesson so it is ready to go.



An image from a Grade 5 Reading Comprehension Lesson



An image from a Grade 5 Algebra Lesson

As the teacher, you can modify student lesson plans, add/remove “extra lessons,” and turn lessons for a particular domain on and off. From the Teacher Application, you can also do the following:

- Preview any lesson at any time.
- See which level a lesson targets.
- See how long a given lesson should take.
- See which of your state standards (or Common Core State Standards, if these apply to your state) align with a lesson.

To learn how to change or view the above features, see the “Assignments” tab section of Appendix A. This will walk you through each feature, step by step.

Enabling/Disabling *i-Ready Instruction*

As mentioned previously, students cannot begin online lessons until you enable Instruction. To do so, follow these steps:

1. Go to the “Assignments” tab.
2. Click on the “Class Management” section.
3. Choose your class and you will then see a button that says “Enable Instruction.”
4. Click this button and you can then select the students for whom you would like to enable Instruction, or simply enable Instruction for the whole class.
5. You know Instruction is enabled if, when you click on the “Enable Instruction” button, a message appears at the right saying, “No students for the selected activity.”

Teacher-led Classroom Instruction

How to Use *i-Ready Report Data* to Differentiate Instruction

Even if you only purchased *i-Ready Diagnostic*, the teacher-led instructional components of the program (*i-Ready Reports*, *Tools for Instruction*, *Recommended Curriculum Associates Products*) are available to all *i-Ready* users. You can still use the valuable information provided in these resources to differentiate instruction for individual students in your class and determine which topics to focus on. You can then plan another Diagnostic Assessment 12–18 weeks from the last one to monitor progress in these areas of instruction.

Instructional Grouping Profile Report

One report that can be particularly helpful in planning small group classroom instruction is the Instructional Grouping Profile (IGP) Report. This report breaks your students down into small groups for instruction, based on their performance on the Diagnostic Assessment. It also provides you with *Tools for Instruction*, tailored to each profile grouping in the IGP report. You will even find recommendations for supplemental Curriculum Associates products you can use for each grouping, or profile, of students.

Getting to the Instructional Grouping Profile Report

First, go to the “Reports” tab. Next, under the “Reports” tab:

1. Click the “Instructional Grouping Profile” Report.
2. Choose your report criteria from the menu at the right.
3. Click “Create Report.”

Refer to the “*i-Ready Reports At-A-Glance*” section of Chapter 3 for detailed information on how best to utilize the information in each report for classroom instruction.

How to Use the Tools for Instruction in Your Classroom

i-Ready provides Tools for Instruction, which are targeted, skill-based lesson plan PDFs that are perfect for teaching individual, small group, or whole class lessons. Each Tool for Instruction describes one or more ways in which classroom teachers, aides, or specialists can jump-start instruction on a particular skill. The Tools for Instruction can be retrieved in three ways. First, you can get Tools for Instruction tailored to a particular student's instructional needs in the Student Profile Report. Second, you can get Tools for Instruction tailored to the needs of various student profile groupings in the Instructional Grouping Profile Report. Lastly, you can explore and download every available Tools for Instruction PDF in the Resources tab. To access the Tools for Instruction in the Resources tab:

- Click on the “Resources” tab.
- Under “Tools for Instruction” choose the subject and domain for the lessons you are looking for.
- Click “Get Tools” and a pop up will appear, with all Tools for Instruction showing, sorted by grade level.
- Click on the PDF icon next to the tool you wish to download.
- The PDF will automatically pop-up in a new browser window, where it can be printed or saved.

The screenshot shows the i-Ready Tools for Instruction interface. At the top, there's a blue header with the i-Ready logo and the title 'Tools for Instruction'. Below this, the section 'Main Idea and Supporting Details' is highlighted. It includes a paragraph explaining the importance of identifying the main idea and a list of 'Three Ways to Teach'. The first activity, 'State the Main Idea', is titled '10-15 minutes' and includes instructions, a list of steps, and a sample question with three multiple-choice options. The second activity, 'Determine the Importance of Information', is titled '30-45 minutes' and includes instructions, a list of steps, and a sample paragraph with a question. At the bottom, there's a footer with the website 'www.i-ready.com', the page title 'Reading Comprehension | Main Idea and Supporting Details', and the page number 'Page 1 of 3'.

For more information on the Tools for Instruction, such as how to best utilize them for individual, small group, or whole-class instruction, refer to the document “Introduction to Reading Tools” and “Introduction to Math Tools.” You will see these documents in the “Finding and Using Tools for Instruction” section of the “Get Tools” pop up mentioned above. Here you will also find Reading and Math charts, sorted by domain and by profile. These will allow you to see which Tools align with the various domains in reading and math, as well as the 5 student profiles outlined in the Instructional Grouping Profile.

How to Incorporate STARS®, STAMS®, and Other Curriculum Associates Products

The Student Profile report and Instructional Grouping Profile report recommend Curriculum Associates products you might also use for individual, small group, or whole class instruction. These recommendations are based on the particular needs of your students. You will get individual recommendations by student in the Student Profile report, and recommendations by student profile in the Instructional Grouping Profile report.

To see Recommended Curriculum Associates Products:

- Click on the “Reports” tab.
- Open up the Student Profile Report or the Instructional Grouping Profile Report.
- In the Student Profile Report, click on any of the Domain tabs at the top, scroll to the bottom of the report and you will see recommended products to help teach particular skills for the selected student.
- In the Instructional Grouping Profile Report, click on any of the Profile tabs at the top, scroll to the bottom of the report and you will see recommended products to help teach particular skills for the selected instructional grouping profile.

Monitoring Progress

Progress monitoring with *i-Ready Diagnostic & Instruction* is designed to be an easy and consistent part of the program.

The Cycle of *i-Ready Diagnostic & Instruction*

Progress monitoring is built into the *i-Ready* cycle:

- Assess with the Diagnostic.
- Make instructional decisions using reports.
- Teach with *i-Ready Instruction* and/or your own classroom instruction.
- Continually monitor progress using reports.
- Repeat.

The reports are your guide to monitoring progress. They're tailored to help you specifically monitor progress based on instruction. Use these reports to see how your students are doing, and to modify your instructional plans as necessary:

- Class Response to Instruction report
- Student Response to Instruction report
- Instructional Grouping Profile report

You can always use the Diagnostic Assessments available to you to monitor progress throughout the year, whether you have *i-Ready Instruction* or not. Use these reports to monitor progress on the Diagnostic Assessments taken:

- Student Profile report
- Class Profile report
- State Standards Performance report
- Common Core State Standards Performance report

Appendix A: Step-by-Step Instructions for Navigating the Teacher Application

This appendix provides detailed information on every tab of the Teacher Application, as well as information about different types of users and user permission levels.

	Page
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Users and Permission Levels

Note: Accounts can have as many administrators and teachers as needed.

District Administrator:

- Can access district, school, class, and student level reports.
- Can transfer students from one school to another.
- Can add school level administrators, teachers, students, and classes.
- Can create report groups with students from across the district and give access to any school administrator or teacher.
- Can view number of subscriptions purchased as well as current year's usage under the Home tab.

School Administrator:

- Can access his/her designated school, class, and student level reports.
- Can reassign students from one class to another class within his/her designated school.
- Can add teachers, students, and classes within his/her school.
- Can create report groups with students from across the school and give access to any teacher within the school.
- Can view current year's usage under the Home tab.

There are two types of Teacher Users:

Teacher with Classes:

- Has access to his/her designated class and student reports.
- Can remove students from his/her classes.
- Can add students that are in the 'unassigned' pool or not assigned to another class of the same product and subject.
- Can create report groups with students in his/her classes.
- Can access all functionality under the settings (control "My Stuff") and assignments tab for his/her classes.
- Can see "Student Alerts" (indicates failed lessons) under the Home tab.

Reports Group or "Read—Only" Teacher:

- Has been given access by an administrator to view one or more report groups.
- Teacher has been added to account, but not added to any classes.
- Can view classroom level and individual reports for the students in their assigned report groups.
- Can access the Reports and Resources tab.

Student:

- Can access lesson results via the my progress module in *i-Ready* Instruction.

The “Home” Tab

You arrive at the “Home” tab whenever you log in to the *i-Ready* program. You can access the “Home” tab at any time by clicking on it from anywhere in the application.

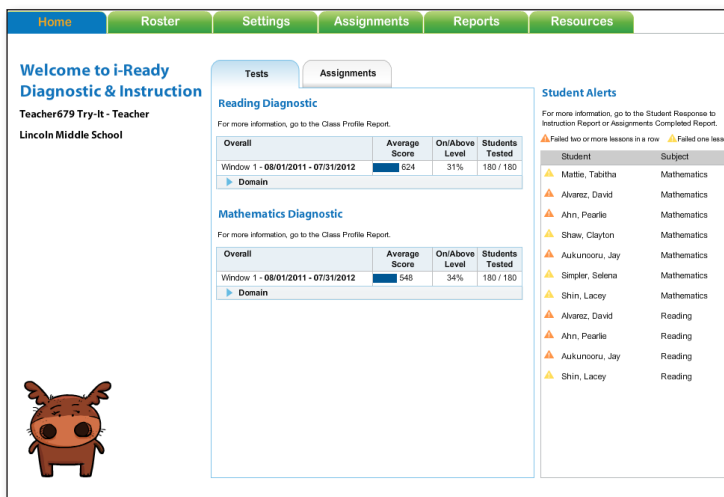
The “Home” tab is designed to provide up-to-date information on your students’ progress through their program.

The “Tests” Sub-tab

Your “Tests” sub-tab will be automatically displayed when you first arrive at the “Home” tab.

If your district administrator set recommended testing windows, those test names and dates will appear. Otherwise, default testing windows named “Fall Test,” “Winter Test,” “Spring Test,” and “Summer Test” will be used. Data for tests taken within the testing window dates will be displayed.

For each subject (reading and/or math) used by your classes, you will see aggregated test results for all applicable testing windows. The results show a summary of performance across all of your classes. The results include the average score, the percent of students who are performing on- or above-grade-level, and the total number of students who have completed their tests. You can also see the average score of all your students in each subject domain by clicking on the triangle-shaped icon next to the word “Domain.”



INSTRUCTION The “Assignments” Sub-tab

Click the “Assignments” sub-tab to see your students’ progress through their lessons. The total number of lessons that have been completed in each domain over the last 14 days are displayed under “Recent Lesson Work.” The graph to the right of “Recent Lesson Work” will show you the total number of lessons that have been passed in each subject by all your students, for the last four months of program use (including the current month). If you have used the program for less than four months, only the months of use will be shown.

INSTRUCTION Student Alerts

To the right of the Tests and Assignments sub-tabs, you will see a Student Alerts list. This list will inform you of any students who are having significant trouble with their lessons. *i-Ready* will turn all the lessons of a domain off for students when they fail two lessons in a row, twice (four failures in a row, on lessons in the same domain). The students with domain shutoffs will be listed in “Student Alerts” with an orange warning marker. These students will remain on this list until you, the teacher, have intervened with the student and turned the domain back on. Students who failed one lesson twice will be listed in “Student Alerts” with a yellow warning marker. These students will remain on the list for 14 days, or until they fail more lessons and have a domain shutoff—at which point they will appear on the list with an orange warning marker.

The “Roster” Tab

The Roster tab is where you can view and manage some of your student and class information. You can access the “Roster” tab at any time by clicking on it from anywhere in the application.

The “Students” Sub-tab

The “Students” sub-tab will show you all students in your school; however, you can sort or filter by most fields (first name, last name, grade, classes, etc.) and quickly find only the students in your class(es).

To change a student’s personal information or username, or to add a new student to the roster, you must contact your school or district administrator. Teachers cannot “create” new students; they can only move students already entered into the system into or out of their classrooms.

Class Name	Product	School	Grade	Teacher(s)
EDIT Elementary After School	Diag/Instruct Math	Harrington Elementary School	4	Maurelio, Amy; Try-It, Teacher1002; Try-It, Teacher10
EDIT Class Grade 5	Diag/Instruct Math	Harrington Elementary School	5	Alvarez, Gabriel; Try-It, Teacher1002; Try-It, Teacher1
EDIT Elementary Special Education	Diag/Instruct Math	Harrington Elementary School	4	Guillemette, Bill; Try-It, Teacher1002; Try-It, Teacher1
EDIT Elementary Intervention	Diag/Instruct Math	Harrington Elementary School	5	Christ, Cara; Try-It, Teacher1002; Try-It, Teacher1003
EDIT Class Grade 1	Diag/Instruct Math	Harrington Elementary School	1	Bailey, Jennifer; Try-It, Teacher1002; Try-It, Teacher1
EDIT Class Grade 4	Diag/Instruct Math	Harrington Elementary School	4	Bryan, Joseph; Try-It, Teacher1002; Try-It, Teacher10
EDIT Class Grade 2	Diag/Instruct Math	Harrington Elementary School	2	Meja, Leo; Try-It, Teacher1002; Try-It, Teacher1003
EDIT Class Grade 3	Diag/Instruct Math	Harrington Elementary School	3	Kothari, Purvi; Try-It, Teacher1002; Try-It, Teacher100
EDIT Class Grade K	Diag/Instruct Math	Harrington Elementary School	K	Schulman, David; Try-It, Teacher1002; Try-It, Teacher1
EDIT Elementary After School	Diag/Instruct Reading	Harrington Elementary School	4	Maurelio, Amy; Try-It, Teacher1002; Try-It, Teacher10
EDIT Class Grade 5	Diag/Instruct Reading	Harrington Elementary School	5	Alvarez, Gabriel; Try-It, Teacher1002; Try-It, Teacher1
EDIT Class Grade K	Diag/Instruct Reading	Harrington Elementary School	K	Schulman, David; Try-It, Teacher1002; Try-It, Teacher1
EDIT Class Grade 1	Diag/Instruct Reading	Harrington Elementary School	1	Bailey, Jennifer; Try-It, Teacher1002; Try-It, Teacher1
EDIT Class Grade 4	Diag/Instruct Reading	Harrington Elementary School	4	Bryan, Joseph; Try-It, Teacher1002; Try-It, Teacher10
EDIT Elementary Intervention	Diag/Instruct Reading	Harrington Elementary School	5	Christ, Cara; Try-It, Teacher1002; Try-It, Teacher1003
EDIT Class Grade 3	Diag/Instruct Reading	Harrington Elementary School	3	Kothari, Purvi; Try-It, Teacher1002; Try-It, Teacher100
EDIT Class Grade 2	Diag/Instruct Reading	Harrington Elementary School	2	Meja, Leo; Try-It, Teacher1002; Try-It, Teacher1003
EDIT Elementary Special Education	Diag/Instruct Reading	Harrington Elementary School	4	Guillemette, Bill; Try-It, Teacher1002; Try-It, Teacher1

Add New Class...

To edit password information for a student:

1. Click the “EDIT” button next to an existing student.
2. The “Student Details” pop-up window will open. Click “Change Password.”
3. Enter the new password for that student into the “New Password” and “Confirm New Password” fields that appear.
4. Click “OK.”

To change a student’s class enrollment:

1. Click the “EDIT” button next to an existing student.
2. The “Student Details” window will open.
3. Click the “Class Enrollment” sub-tab.
4. Find the student’s current class.
5. Click the “Change Class” button next to the current class.
6. The resulting pop-up window will show a complete list of eligible classes. Simply change the selection and click “OK” when done.

Developmental Levels

Developmental Levels are for use with the *i-Ready* Diagnostic. They are designed to create a more comfortable testing experience for students who are known to perform significantly below their chronological grade level in Mathematics and/or Reading due to developmental difficulties (e.g. special education). If this feature is used, the student's Diagnostic experience will be based on the grade level you select rather than the student's chronological grade as is typically the case. This feature should only be used in special cases.

For example, you may adjust this level if you have an 8th grade student at the 2nd grade level developmentally. Rather than having the diagnostic start at the 7th grade level (the diagnostic always begins adapting from one grade below the students' chronological grade level) and having the student experience challenging content and feel frustrated, you can change the developmental level to 2nd grade. The diagnostic will then adapt from a much more comfortable level for the student. Please contact customer support if you have questions.

The screenshot shows a web application window titled "Edit User: 1A, nystu". It has two tabs: "Student Details" (active) and "Class Enrollment". Under "Student Details", there are three sections: "User Information", "Login Information", and "School Assignment". In the "User Information" section, the "Set Developmental Levels..." button is highlighted with a red circle. The "Login Information" section shows a "Change" button next to the password field. The "School Assignment" section shows a dropdown menu for "School" set to "NY School 1". At the bottom are "Save & Close", "Save", and "Cancel" buttons.

To set specific developmental levels for a student:

1. Click the "EDIT" button next to the student's entry on the Roster tab.
2. The "Student Details" window will open.
3. Click the "Set Developmental Levels" button.
4. Choose the developmental levels you would like for math and reading.
5. Click "Save."

The “Classes” Sub-tab

Clicking on the “Classes” sub-tab will show you all the classes for which you have access. In most cases your administrator will have already created your classes for you during the onboarding process. However, you have the ability to add new classes and edit your classes if needed. You can also print your students’ usernames and passwords.

To add a class:

1. Click the “Add New Class. . .” button.
2. The “Class Details” pop-up window will open. Fill in the Class Name, School, and Grade Level. Class Code and Location are optional.
3. You must select a product to associate with the class. Click the “Select” button next to the “Product” field. If you have access to multiple *i-Ready* products, you will see them listed here. You may only select one product. Be sure to click “Add to Class” once you have selected a product.
4. You will be automatically selected as the teacher of the class. You can edit this and/or add other teachers from your school to the class with the “Teacher Assignment” sub-tab.
5. You can add or remove students from your class at any time. Add students now, or do so later from the “Student Enrollment” sub-tab.
6. Click “Save.”

To edit information for a class:

1. Click the “EDIT” button next to an existing class.
2. The “Class Details” pop-up window will open. Click the appropriate fields to edit the class information.
3. Click the “Student Enrollment” sub-tab to add or remove students from the class.
4. Click the “Teacher Assignment” sub-tab to add or remove teacher from the class.
5. Be sure to click “Save” when done.

To view/print student usernames and passwords for a class:

1. Click the “EDIT” button to open a class’s “Class Details” pop-up window.
2. Click the “Print Passwords” button at the bottom of the pop-up window. This button will generate a PDF file listing all of the students in the class, their usernames, and their passwords. This PDF file will open in a new browser window.
3. You may simply view this list, or you may print it out for distribution to your students. Note that this PDF file is designed so you can print it out, cut along the dotted lines, and give each student a slip of paper with his or her own login information.
4. When you are done, simply close the new browser window and the pop-up window.

Using the “Class Details” Pop-Up

In the “Classes” sub-tab, click the “Add New Class...” or “EDIT” buttons to open a class’s “Class Details” pop-up window. Follow the steps below to adjust the teacher(s) and student(s) assigned to the class.

To assign teacher(s) to a class:

1. Click the “Teacher Assignment” sub-tab.
2. Click the “Add Teachers” button.
3. A pop-up window will appear listing all eligible teachers who are not currently assigned to this class. You can select one or many teachers from this list using the check boxes on the left.
4. Click “OK” when done.
5. Click “Save & Close.”

To remove teacher(s) from a class:

1. Click the “Teacher Assignment” sub-tab.
2. Check the box next to any teachers you wish to remove.
3. Click the “Remove Selected Teachers” button.
4. Click “Save & Close.”

To assign student(s) to a class:

1. Click the “Student Enrollment” sub-tab.
2. Click the “Add Students” button.
3. A pop-up window will appear listing all eligible students who are not currently enrolled in the class. You can select one or many students from this list using the check boxes on the left.
4. Click “OK” when done.
5. Click “Save & Close.”

To remove student(s) from a class:

1. Click the “Student Enrollment” sub-tab.
2. Check the box next to any students you wish to remove.
3. Click the “Removed Selected Students” button.
4. Click “Save & Close.”

To change enrollment of multiple students from one class to another:

1. Click the “Student Enrollment” sub-tab, for the current class.
2. Follow the steps “To remove student(s) from a class” as outlined above.
3. From the “Classes” sub-tab main page, select the new class in which you wish to enroll the students.
4. Go to the “Student Enrollment” sub-tab for the new class and follow the directions “To assign student(s) to a class” as outlined above.

How do I create Report Groups?

In the “Rosters” tab, click on the “Report Groups” sub-tab. Then click the “Add New Report Group” button.

First, Select Your Students

For more general information on the uses of report groups, see the “Using Report Groups” resource on the Resources Tab.

Report Group Information

Select Students | Assign Permissions

Report Group Name: Tier 3 Student Group

Select Students

Available Students

Last Name	First Name	ID	Grade	School	Class(es)
Aboud	Tammi	291142	4	Harrington Elementary	Class Grade 4
Aboud	Eugenia	654919	K	Harrington Elementary	Class Grade K
Ackles	Richard	654922	K	Harrington Elementary	Class Grade K
Ackles	Ben	291145	4	Harrington Elementary	Class Grade 4
Afridi	Sheri	872663	5	Harrington Elementary	Class Grade 5
Afridi	Tia	998141	1	Harrington Elementary	Class Grade 1

Students Added to Report Group

Last Name	First Name	ID	Grade	School	Class(es)
Ahn	Sonya	679526	5	Harrington Elementary	Elementary Intervention
Aukunooru	Chris	679527	5	Harrington Elementary	Elementary Intervention
Mattie	Stefanie	679530	5	Harrington Elementary	Elementary Intervention
Shin	Nita	679528	5	Harrington Elementary	Elementary Intervention
Solum	Dennis	679523	5	Harrington Elementary	Elementary Intervention
Tokarski	Tameka	679534	5	Harrington Elementary	Elementary Intervention
Viveros	Naomi	679540	5	Harrington Elementary	Elementary Intervention

Showing: 293 of 301

8 Students in Group

Delete Cancel Save

1 Name your Report Group

2 Add Students to Report Group

- A list of your available students is displayed in the first table. Click the “Add” button to add a particular student to the report group. That student will disappear from the “Available Students” table and reappear under the “Students Added to Report Group” table below. Repeat this step as desired.

3 Remove Students from Report Group (Optional)

- If you wish to remove a student from your report group, click the “Remove” button next to that student in the “Students Added to Report Group” table. That student will disappear from the “Students Added to Report Group” table and reappear under the “Available Students” table.

Students must be in a class before they can be added to a report group.

See page A-18 of this Teacher’s Guide for help using your report groups to view reports.

Then, Select your Subject

Report Group Information

Select Students | Assign Permissions

Report Group Subject(s)

Indicate whether reports for this report group can be generated in Reading, Mathematics, or both. This will not impact students’ ability to take assessments or lessons in either subject.

Subject(s)

☒ Math ☒ Reading

Report Group Viewing Permissions

You made this report group. You are the only person who has permission to view this report group and generate reports for this group.

Delete Cancel Save

4 Select Report Group Subject

- Click the “Assign Permissions” tab at the top of the pop-up window.
- Click the checkboxes next to the subjects you want this report group to create reports in.

5 Click “Save”

The “Report Groups” Sub-tab

Report groups enable you to create customized groups of students from across your *i-Ready Diagnostic & Instruction* account. You can then use these custom groups to view class and student reports.

When should I use Report Groups?

- I am a pullout teacher (e.g. special education teacher, after school teacher) who needs to see reports for my students in other teachers’ classes.
- My students are in different classes or schools, and I want to see them together in my reports.
- I am one of several teachers who all need to see a student’s reports.
- I want to view customized groups of my students together in my reports. This way I can look at the reports for all of my Tier 2 students or my Tier 3 students separately.

What are the benefits of Report Groups?

- Allow teachers and administrators to view students from across classes and schools together in reports.
- View reports *without* having to move your students between classes.
- View reports *without* having to add yourself to several classes.
- View reports for customized groups of students, such as after school programs, intervention programs, or demographic populations like Special Education.
- Allow teachers who are not assigned to any classes to have an account in *i-Ready Diagnostic & Instruction* just to view student reports.

How are Classes and Report Groups different?

- Report groups are a way to customize which students you want to see together in reports. Students from any classes and schools can be added to a report group, and any teachers and administrators can be given permission to view those students’ reports.
- To protect the students’ lesson plans from being edited by too many people, report groups cannot be used to manage Assignments or Settings. Report groups are intended only for customizing and viewing reports. Classes are the way to manage students’ Assignments and Settings.
- Students can only be in one Reading class and one Math class in *i-Ready Diagnostic & Instruction*. Students can be in any number of report groups of either subject.

The “Settings” Tab

Clicking the “Settings” tab from anywhere in your *i-Ready* program will take you to the “Settings” page. On this page you can choose settings that determine whether your students will see the “My Stuff” module on their homepage.

The “My Stuff” module allows students to select their background theme, change their study buddy, and play games. Students can change their theme or study buddy at any time. Students must pass lessons and earn credits in order to play games. Students earn 20 credits for passing a lesson, and no credits if they do not pass. Each game costs students 50 credits and lasts no longer than 4 minutes.

Students will see their “My Stuff” module on their homepage by default. However, at certain times during the year you may wish to change a student’s access to their “My Stuff” module.

To make changes in settings, follow these steps:

1. Choose your class from the “Class” drop-down menu.
2. Select the first or second option under the “Student Homepage Settings” section to turn the “My Stuff” module on or off for the entire class. Select the third option to make this selection individually for each student in your class. When you select the third option, a pop-up will appear in which you can make these individual selections for each of your students.
3. Click “Save.”

The “Assignments” Tab

The “Assignments” tab acts as your command center for managing your students’ experience in *i-Ready Diagnostic & Instruction*. Here you will find a system-generated “Student Lesson Plan” for each student, based on the individual results of his or her latest Diagnostic Assessment. You can also create an “Extra Lessons” Plan and assign lessons outside of the system-generated plan for each student.

The “Class Management” Sub-tab

The “Class Management” sub-tab allows you to perform a number of operations for all of the students in a class, or for a specific group of students, with one step. Some of these same operations can be done from within the “Tests,” “Student Lesson Plan,” or “Extra Lessons” sub-tabs, but in those locations you can only work with one student at a time.

Home Roster **Settings** Assignments Reports Resources

1. Class
Middle After School (Math)

2. Student Homepage Settings

My Stuff Module

☐ On: Students in this class may select games, themes, and study buddies when not taking a test or practice assignment

☐ Off: My Stuff Module will not appear on student homepage for students in this class

☒ Individual Settings: Setting the My Stuff Module by student in the class

Choose Students

On

Bailey, Leola	<input checked="" type="checkbox"/>
Batis, Sam	<input checked="" type="checkbox"/>
Gilam, Heath	<input checked="" type="checkbox"/>
Labrecque, Ian	<input checked="" type="checkbox"/>
Lee, Tamika	<input checked="" type="checkbox"/>
Leth, Larry	<input checked="" type="checkbox"/>

cancel save

Home Roster Settings **Assignments** Reports Resources

Class Management

Period 1 Grade 6 (Reading)

Class Management allows you to make changes to an entire class or a specific group of students. First, select the change you would like to make. Second, decide whether this change applies to an entire class or a specific group of students. Then confirm the change.

Select	Activity	Select	Student(s)
<input type="checkbox"/>	Enable Instruction	<input type="checkbox"/>	All Students
<input type="checkbox"/>	Disable Instruction	<input type="checkbox"/>	Brittian, Cary
<input checked="" type="checkbox"/>	Add Test	<input type="checkbox"/>	Buchler, Dieder
<input type="checkbox"/>	Remove Test	<input type="checkbox"/>	Collins, Glen
<input type="checkbox"/>	Add Extra Lessons	<input type="checkbox"/>	Cook, Angeline
<input type="checkbox"/>	Clear Extra Lessons	<input type="checkbox"/>	Eisenberg, Ben
<input type="checkbox"/>	Turn Domains On	<input type="checkbox"/>	Fansler, Gretchen
<input type="checkbox"/>	Turn Domains Off	<input type="checkbox"/>	Ferguson, Chong

Go

Add and Remove Tests in the “Class Management” Sub-tab

To add a test for one or more students:

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for “Add Test.”
3. On the right side of the screen, select the students to whom you wish to add the test. You may select “All Students,” or you may select any group of students.
4. Click “Go.”
5. The “Add Test Confirmation” pop-up will appear. Click “Yes” if you are certain that you want to assign a test to your students.

To remove a test for one or more students:

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for “Remove Test.”
3. On the right side of the screen, select the students from whom you wish to remove the test. You may select “All Students,” or you may select any group of students.
4. Click “Go.”
5. The “Remove Test Confirmation” pop-up will appear. Click “Yes” if you are certain that you want to remove the assigned test from all of the students selected.
6. Note that the test will only be removed from students whose tests are “Not Started” or are “In Progress,” and will only be removed from students who have previously completed at least one test. You cannot remove a completed test. You also cannot remove a student’s first test.

INSTRUCTION Add and Remove Extra Lessons in the “Class Management” Sub-tab

Teachers often use extra lessons as a way to give students additional practice outside of the system-generated student lesson plan, or to reinforce a concept related to in-class instruction. Students will see the extra lessons you add as separate from their system-generated student lesson plans. Students will click on an entirely different, easy-to-see button that says “Start Extra Lessons” to access the extra lessons you assign.

You can search for and add your students’ extra lessons within both the “Class Management” and the “Extra Lessons” sub-tabs of the “Assignments” tab. You would likely manage extra lessons within the “Class Management” sub-tab if you wish to do so for multiple students. If you wish to see a particular student’s detailed lesson plan and to make careful decisions about which extra lessons to add for a student, you may want to add extra lessons via the “Extra Lessons” sub-tab (see “The ‘Extra Lessons’ Sub-tab” section later in this appendix.)

To add extra lessons for one or more student(s):

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for “Add Extra Lessons.”
3. On the right side of the screen, select the students to whom you wish to add the extra lessons. You may select “All Students with Instruction,” or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click “Go.”
5. The “Add Lesson” pop-up will appear, listing the domains for the subject of the class. Select one of the domains, and click the “Next” button.
6. A list of all lessons in the domain will appear. Use the scroll bar to view all the lessons. You may preview or learn more about any lesson by clicking on the lesson title.

7. Click the checkbox next to any lessons you wish to add to each student's "Extra Lessons" plan.
8. Click "Add."
9. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to add the selected lessons to your students' "Extra Lessons" plans.

To remove all the extra lessons for one or more student(s):

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Clear Extra Lessons."
3. On the right side of the screen, select the students for whom you wish to clear the extra lessons. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click "Go."
5. The "Clear Extra Lessons Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to remove all the extra lessons from all the students' "Extra Lessons" plans.

INSTRUCTION Turn Domains On and Off in the "Class Management" Sub-tab

You can control in which domains your students receive lessons by turning domains on and off. While a domain is turned on, *i-Ready* may deliver lessons to your students in that domain. While a domain is turned off, *i-Ready* will not deliver lessons to your students in that domain. Turning domains on and off does not affect the extra lessons assigned to your students.

You can turn domains on and off within both the "Class Management" and the "Student Lesson Plan" sub-tabs of the "Assignments" tab. You would likely turn domains on and off within the "Class Management" sub-tab if you wish to do so for multiple students. If you wish to see a particular student's detailed lesson plan and turn domains on and off for an individual student, you may want to manage domains via the "Student Lesson Plan" sub-tab (see "The 'Student Lesson Plan' Sub-tab" section later in this appendix.)

To turn a domain on for one or more student(s):

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Turn Domains On."
3. On the right side of the screen, select the students for whom you wish to turn on domains. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click "Go."
5. The "Turn Domains On" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to any domains you wish to turn on.
6. Click "Confirm."
7. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to turn on the selected domains for your students.

To turn a domain off for one or more student(s):

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Turn Domains Off."
3. On the right side of the screen, select the students for whom you wish to turn off domains. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.

4. Click "Go."
5. The "Turn Domains Off" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to any domains you wish to turn off.
6. Click "Confirm."
7. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to turn off the selected domains for your students.
8. Note that turning domains off will not affect any extra lessons assigned to your students. (For example, if you have assigned an extra lesson in geometry to your students, this extra lesson will continue to be available to your students even if you turn the geometry domain off.)

INSTRUCTION Enabling and Disabling Instruction

You can decide whether or not students receive *i-Ready* instructional lessons by enabling or disabling instruction for your students. When instruction is enabled, lessons are automatically delivered to your students according to their individual lesson plans. When instruction is disabled, lessons are not available to your students.

To enable *i-Ready Instruction* for one or more student(s):

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Enable Instruction."
3. On the right side of the screen, select the students for whom you wish to enable instruction. You may select "All Students without Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have not enabled instruction. In other words, students who are already taking lessons will not appear on this list.
4. Click "Go."
5. The "Enable Instruction Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to enable instruction for all of the students selected.

To disable *i-Ready Instruction* for one or more student(s):

1. Select a class from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Disable Instruction."
3. On the right side of the screen, select the students for whom you wish to disable instruction. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction. In other words, only students who can currently take lessons will appear on this list.
4. Click "Go."
5. The "Disable Instruction Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to disable instruction for all of the students selected.

The “Tests” Sub-tab

Use the “Tests” sub-tab to manage the Diagnostic Assessments assigned to your students and view summaries of the tests assigned to your class.

Once assigned, the Diagnostic will be available immediately to your student; however, he will be unable to access his *i-Ready* student lesson plan lessons, or any extra lessons, until he has completed the test. Note: the first Diagnostic Assessment is automatically assigned when the program is begun.

Assessment	Assigned	Status	Completion	Scale Score	Placement
1	12/06/11	Completed	12/06/2011	560	Level 4

To assign additional tests:

1. Select your class from the first drop-down menu, and then select your student from the second drop-down menu.
2. If your administrator has scheduled a “Recommended Testing Window,” with dates indicating when you should try to assign a Diagnostic Assessment, you will see this information in a grid on the left. However, if a testing window was not assigned, no “Recommended Testing Window” grid will appear.
3. Click “Add Test.”
4. A confirmation pop-up box will appear, asking you to confirm this change.
5. Click “Yes.”
6. An additional Diagnostic Assessment will be assigned to the student. The student’s lesson plan lessons and extra lessons will be unavailable to her until the assessment is completed.

To remove a test:

You may wish to remove or reset a test if you find a student has been guessing and you wish to have him begin a new test. Note that you can only remove or reset a test if it has not yet been completed.

1. Select your class from the first drop-down menu, and then select your student from the second drop-down menu.
2. Click on the test you wish to remove.
3. Click “Remove Test.”
4. A confirmation pop-up box will appear, asking you to confirm this change.
5. Click “Yes.”

To reset a test:

1. Select your class from the first drop-down menu, and then select your student from the second drop-down menu.
2. Click on the test you wish to reset.
3. Click “Reset Test.”
4. A confirmation pop-up box will appear, asking you to confirm this change.
5. Click “Yes.”
6. Please note that if a student does not complete a test within 21 days, the test will expire. This is in line with best practices in educational research to limit the window of time in which an assessment is in progress to protect the validity of test results and the integrity of your data. No action is needed on your part to expire the test. The student will receive a new test in the event the test expires.

INSTRUCTION The “Student Lesson Plan” Sub-tab

When your students complete their Diagnostic Assessment, *i-Ready Diagnostic & Instruction* will create their individual “Student Lesson Plan.”

When you first click on the “Student Lesson Plan” sub-tab, you are prompted to choose a class and student. Once you select a class and student, you can see the detailed lesson plan programmed for this particular student. Here you can:

- preview any lesson in *i-Ready*
- see how long a given lesson takes
- see what level a particular lesson falls under
- view the state standards and/or Common Core State Standards aligned with a given lesson
- change a student’s position within the list of lessons in her lesson plan
- turn lesson domains on or off

To see the level and/or duration of a lesson within a student’s lesson plan:

1. Observe the level listed under the “Level” column for each lesson.
2. Observe the time listed under the “Est. Time” column for each lesson.

INSTRUCTION Preview Lessons in a Student’s Lesson Plan

You may wish to preview a lesson in the “Student Lesson Plan” sub-tab if you wish to take a look at a lesson in a student’s overall lesson plan, or if you wish to change the student’s position within the programmed lesson order. Otherwise, if you want to preview lessons to add as “Extra Lessons,” see the “The ‘Extra Lessons’ Sub-tab” section later in this appendix.

To preview a lesson:

1. Click on a lesson title under the “Lesson Name” column. The “Lesson Preview” pop-up will open.
2. Each lesson is made of a number of components: usually an instruction or tutorial component, a practice component, and a quiz component. Click the “View” link next to a component to open another browser window and view the lesson component.
3. When you are done, close the browser window to return to the “Lesson Preview” pop-up.

You can also preview lessons by clicking on the lesson names within the domain pop-ups (see step 1 under the “How Do I Adjust my Student’s Lesson Plan?” section below for help opening the domain pop-ups).

INSTRUCTION View Lesson Correlations

Most lessons are aligned with one or more Common Core State Standards and/or state standards, where applicable. Not all states are represented yet with their standards in the *i-Ready* system, and not all states have accepted the Common Core State Standards.

To view the standards aligned with a lesson:

1. Click on the “CC” icon associated with a lesson title to open the “Common Core State Standards Alignment” pop-up window (where applicable).
2. Click on the state icon associated with a lesson title to open the “State Standards Alignment” pop-up window (where applicable). You can open both standard alignments for the same lesson at the same time, to view them together.
3. Click the X in the right corner to close the pop-up.

You can also view the applicable standard alignment information in the “Lesson Preview” pop-up window (see the “Preview Lessons in a Student’s Lesson Plan” section above to preview a lesson).

INSTRUCTION How Do I Adjust my Student’s Lesson Plan?

If you feel the Diagnostic Assessment results may be significantly off for a student (for example, if the student didn’t take it seriously and just clicked through), you can adjust the lesson plan in two ways: 1) change your student’s position within the set programmed order of lessons, or 2) turn domains on or off for a particular student.

To change a student’s position within the list of lessons in her lesson plan:

1. Click on a domain name either under the “Domain” column or in the blue header towards the top of the page. This will open a domain pop-up window listing all lessons in that domain.
2. Find the blue “Test Placement” arrow in the left column. This arrow indicates where in the sequence of lessons the system has placed your student. You can see your student’s progress through the lessons in the “Status” column.
3. Click the box to the left of any lesson to change your student’s position in the lesson plan. A green “Adjusted Placement” arrow will appear to indicate your selection. Clicking on a lesson box above the original starting position (that is, an earlier, lower-numbered lesson) will select all the checkboxes between the new selection and the original starting point. Clicking on a lesson box below the original starting position (a later, higher-numbered lesson) will deselect all the lessons between the original starting point and the new starting point. The shading of all the lessons will also change from blue to green. The green “Adjusted Placement” arrow and the lessons shaded in green show the adjusted lesson plan for your student. Note that no matter what you change, the blue “Test Placement” arrow will remain to indicate your student’s original placement position, as determined by the system, for the most recent test.
4. Click “Save.”
5. A confirmation pop-up box will appear, asking you to confirm this change.
6. Click “Yes.”



To turn a lesson domain (e.g., “Number and Operations”) on or off:

1. The next 20 lessons for the student are displayed in order in the “Student Lesson Plan” sub-tab. The “Placement Date” grid in the blue header towards the top of the page, next to the class and student drop-down menus, will give you an overview of the domains in which this student will have lessons.
2. Click on a domain name in the “Placement Date” grid, or on a domain name in the “Domain” column. The associated domain pop-up window will appear.
3. The domain pop-up window will display your student’s placement within the lessons of the domain. Observe the “On” and “Off” radio buttons to the right of the domain name.
4. Click the radio button labeled “Off” to turn the domain off.
5. Click the radio button labeled “On” to turn the domain on.
6. Click “Save.”

7. A confirmation pop-up box will appear, asking you to confirm this change.
8. Click "Yes."
9. Note that turning domains on and off only affects the lessons in the student's system-generated student lesson plan. Turning domains on and off will not affect any extra lessons assigned to your students.

INSTRUCTION What Happens When a Student Fails a Lesson?

When a student fails a lesson, the system will automatically repeat the lesson as the next lesson to be taken. If the student fails the same lesson again, the system moves on and presents the next scheduled lesson. Note that you can reassign the lesson a student failed as an "Extra Lesson" for him, using the "Extra Lessons" sub-tab (see "The 'Extra Lessons' Sub-tab" section below). If a student fails two consecutive lessons twice in a row in the same domain (for a total of four failed lessons), the system will automatically shut the lessons off for that domain. At that point, the teacher should intervene with the student. Once the domain is turned off, the teacher can turn it back on at any point (see the "To turn a lesson domain on or off" section above).

INSTRUCTION The "Extra Lessons" Sub-tab

When you first click on the "Extra Lessons" sub-tab, you are prompted to choose a class and student. Once you select a class and student, you can search for and add lessons to a student's "Extra Lessons" plan. Teachers often use extra lessons as a way to give students additional practice outside of the system-generated student lesson plan, or to reinforce a concept related to in-class instruction. Students will see the extra lessons you add as separate from their system-generated student lesson plans. Students will click on an entirely different, easy-to-see button that says "Start Extra Lessons" to access the extra lessons you assign.

You can add extra lessons to a student using both the "Extra Lessons" and the "Class Management" sub-tabs. You may want to use this "Extra Lessons" sub-tab if you are looking to see a particular student's detailed lesson plan before deciding which lessons you would like to add. You may want to use the "Class Management" sub-tab if you wish to simply add a number of lessons to multiple students.

INSTRUCTION Preview "Extra Lessons"

You may wish to preview a lesson in the "Extra Lessons" sub-tab if you wish to view a lesson you are thinking of adding to a student's "Extra Lesson" plan. Otherwise, you may wish to preview lessons through the "Student Lesson Plan" sub-tab if you wish to view a lesson already in a given student's overall lesson plan, or if you wish to change the student's position within the programmed lesson order. See the "Previewing Lessons in a Student's Lesson Plan" section above if this is what you would rather do.

To preview a lesson:

1. Click the "Add Lesson" button.
2. The "Add Lesson" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to the domain of lessons you wish to view.
3. Click "Next."
4. Observe the list of lessons. Note that here you can also see the level and expected duration of each lesson. State and Common Core State Standards information may also be available for the lesson (see the "View 'Extra Lessons' Correlations" section later in this appendix).
5. Click on a lesson title. The "Lesson Preview" pop-up will open.
6. Each lesson is made up of a number of components: usually an instruction or tutorial component, a practice component, and a quiz component. Click the "View" link next to a component to open another browser window and view the lesson component.
7. When you are done, close the browser window to return to the "Lesson Preview" pop-up.

INSTRUCTION Search for, Add, and Remove “Extra Lessons”

To search for and add lessons to the “Extra Lessons” plan:

- Home
Roster
Settings
Assignments
Reports
Resources

Class Management
Tests
Student Lesson Plan
Extra Lessons
Completed Lessons

Extra Lessons

Period 1 Grade 6 (Reading)
Mercado Lenore

Add Lessons

Cancel

Save

When you have added lessons here, a Start Extra Lessons button will appear on each student's homepage. (The button will not appear if no extra lessons have been assigned.) Use the Add Lessons button to find and preview lessons. Change the order of the lessons by selecting lessons and using the Up and Down buttons on the right. Remember to save your changes.

Order	Remove	Domain	Lesson Name	Level	Est. Time	
1		Vocabulary	Other Color Words	Early K	14 mins	<div>Up</div> <div>reorder lessons</div>
2		Vocabulary	Size Words	Early K	10 mins	
3		Vocabulary	More Size Words	Early K	9 mins	<div>Down</div>
4		Vocabulary	Direction Words	Early K	7 mins	
5		Vocabulary	Position Words	Early K	7 mins	
6		Comprehension	Find the Main Idea in Pictures	Early K	7 mins	
7		Comprehension	Sequence	Early K	11 mins	
8		Comprehension	Review Sequence	Early K	11 mins	

To remove a lesson from the “Extra Lessons” plan:

1. Click on the red "Remove" icon (minus sign) under the "Remove" column for the lesson.
2. A confirmation pop-up box will appear, asking you to confirm this change.
3. Click "OK."
4. The pop-up will be dismissed, and the lesson will no longer appear in the student's "Extra Lessons" plan.
5. Click "Save."
6. A confirmation pop-up box will appear, asking you to confirm this change.
7. Click "Yes."

INSTRUCTION View “Extra Lessons” Correlations

Most lessons are aligned with one or more Common Core State Standards and/or state standards, where applicable. Not all states are represented yet with their standards in the *i-Ready* system, and not all states have accepted the Common Core State Standards.

To view the standards aligned with a lesson:

1. Click on the “CC” icon associated with a lesson title to open the “Common Core State Standards Alignment” pop-up window (where applicable).
2. Click on the state icon associated with a lesson title to open the “State Standards Alignment” pop-up window (where applicable). You can open both standard alignments for the same lesson at the same time, to view them together.
3. Click the X in the right corner to close the pop-up.

You can also view the applicable standard alignment information from the “Lesson Preview” pop-up window (see the “Preview ‘Extra Lessons’” section above to preview a lesson).

INSTRUCTION The “Completed Lessons” Sub-tab

When you first click on the “Completed Lessons” sub-tab, you are prompted to choose a class and student. Once you select a class and student, you can view the lessons that student has completed.

To view a student’s completed lessons:

1. After selecting a class and student from the drop-down menus, the student’s completed lessons will be displayed. The most recently completed lessons will appear at the top of the list.
2. Note that the “Completed Lessons” list contains all lessons completed by the student, not just those since the last administration of the Diagnostic Assessment.
3. Note that you can preview a lesson by clicking on its title under the “Lesson Name” column.
4. Note that state and Common Core State Standards information may also be available for the lesson. If so, a state or CC icon that you can click will appear to the right of the lesson title, and the correlations information will also appear in the “Lesson Preview” window.
5. Note that if the lesson was part of the student’s “Extra Lesson” plan, a green diamond will appear in the “Extra Lesson” column.

The screenshot shows the 'Completed Lessons' sub-tab in the i-Ready system. At the top, there are navigation tabs: Home, Roster, Settings, Assignments, Reports, and Resources. Below these, there are dropdown menus for 'Class Management' (set to 'Period 1 Grade 6 (Reading)') and 'Student' (set to 'Mercado Lenore'). The main heading is 'Completed Lessons' with the student's name 'Lenore Mercado' below it. A note states: 'These are the lessons that have been completed by the student.' Below this is a table with the following columns: Date Complete, Domain, Lesson Name, Extra Lesson, Pass/Fail, Score, and Time on Task. The table lists 12 completed lessons, including Vocabulary, Comprehension, and Building Word Knowledge tasks, with their respective scores and completion times.

Date Complete	Domain	Lesson Name	Extra Lesson	Pass/Fail	Score	Time on Task
12/06/11	Vocabulary	Synonyms and Antonyms	CC	Pass	80%	21 mins
12/06/11	Vocabulary	Synonyms and Antonyms	CC	Fail	59%	20 mins
12/06/11	Comprehension	Fact and Opinion	CC	Pass	81%	19 mins
12/06/11	Vocabulary	Building Word Knowledge: 4	CC	Pass	97%	18 mins
12/06/11	Comprehension	Story Structure	CC	Pass	74%	17 mins
12/06/11	Vocabulary	Building Word Knowledge: 3	CC	Pass	72%	16 mins
12/06/11	Vocabulary	Building Word Knowledge: 3	CC	Fail	62%	15 mins
12/06/11	Comprehension	Understanding Characters	CC	Pass	94%	14 mins
12/06/11	Vocabulary	Building Word Knowledge: 2	CC	Pass	76%	13 mins
12/06/11	Comprehension	Make Predictions	CC	Pass	73%	12 mins
12/06/11	Comprehension	Make Predictions	CC	Fail	66%	11 mins
12/06/11	Vocabulary	Building Word Knowledge: 1	CC	Pass	76%	10 mins

The “Reports” Tab

Clicking the “Reports” tab from anywhere in your *i-Ready* program will take you to the “Reports” landing page. In this tab you can use a variety of reports to understand how your students are performing. Class-level reports can be found on the “Class Reports” sub-tab. Student-level reports can be found on the “Student Reports” sub-tab.

i-Ready Diagnostic & Instruction makes it easy to choose the correct report by providing you with a sample report display for each report before you select it. Refer to the “Using Reports” section of Chapter 3 for detailed information about the purpose and content of each report.

View and Print Reports

To view an *i-Ready Diagnostic & Instruction* report:

1. Roll the cursor over a report name, without clicking, to see a sample of that report. If that is the report you want to generate and view, click on the report name.
2. A box will appear showing the options for that report. These options allow you to specify very precisely what information you want to appear in the report. Choose from among the options in each of the drop-down menus. For example, after choosing a report, you will then be prompted to choose the subject, what data you wish to see, whether you wish the report to be comparative, and what kind of comparative report you wish to see.
 - Note that you have the flexibility to define what it means for a student to be considered on-level. Most users select the standard view. However, at the beginning of the year, some users prefer to include “emerging” students who are up to 1 level behind current grade level as on-level students as they expect that many students from this group will be comfortable with current grade level material but just haven’t been exposed to it yet. Or, if it is late in the school year, you might select “End of Year Level,” since you may consider students still placing Early in their chronological grade to be behind.
3. After you have chosen the options for the report from the drop-down menus, click the “Create Report” button at the bottom right of the page. Note: Reports are generated in real time, based on currently available information in the system. This ensures that the information you receive is accurate and up-to-date. Because *i-Ready* generates reports uniquely, it may take a bit of time for the report to appear on your screen.
4. The report will appear on your screen. Note: Some reports will contain a lot of data, not all of which will fit on the typical computer screen, so you may have to scroll to see all of a report.
5. Note: The Parent Report will open as a PDF file in a new browser window.

To print a report as a PDF:

1. Follow steps 1 through 4 in the above “To view an *i-Ready Diagnostic & Instruction* report” section to view the desired report on your computer screen.
2. Click the orange “Print/Save” button in the top right corner above your report.
3. A “Creating PDF” pop-up window will temporarily appear while *i-Ready* creates a PDF of your report.
4. Your report will open as a PDF file in a new browser window. You can then print the report.

To print Batch Reports:

1. Click the “Student Reports” sub-tab.
2. Click one of the Batch Reports underneath the “Batch Reports” header. (Refer to the Batch Reports page at the end of Chapter 3 for detailed information about the purpose and content of each Batch Report.)
3. Once the report is selected, a box will appear showing the options for that report. Choose from among the options in each of the drop-down menus. The last menu will be for “Batch”, and is unique to the Batch Reports. This menu will list all of the students in your selected class or report group who have taken a test within your selected “Show” window, and group them into batches of students organized alphabetically by last name. If you selected the Student Profile Overview Report or Parent Report, your students will be grouped into batches of up to 40 students. If you selected the Student Profile Detail Report, your students will be grouped into batches of up to 20 students. Select one batch of students to run the report. (You will need to run the report multiple times with different batches in order to download the report for additional students.)
4. Click the “Create Report” button at the bottom right of the page.
5. A “Creating PDF” pop-up window will temporarily appear while *i-Ready* creates the Batch Report PDF. Please note that Batch Reports can be up to 320 pages long and may take up to a few minutes to load.
6. Your report will download as a PDF file onto your computer. You can then save or print the report.

The screenshot shows the i-Ready Reports interface for Harrington Elementary School. The top navigation bar includes Home, Roster, Settings, Assignments, Reports, and Resources. The Reports tab is active, showing Class Reports and Student Reports. The School is Harrington Elementary School.

1. Choose a Report

- Individual Reports ?
 - Student Profile
 - Student Response to Instruction
 - Parent Report
 - NY CCLS Performance
- Batch Reports ?
 - Student Profile Overview
 - Student Profile Detail**
 - Parent Report

2. Choose Report Criteria

Academic year: Current (2011-2012)

Select Students by: Class

Class: Class Grade 1 (Reading)

Define "On Level": Standard View: Performing at early, mid or late in their current grade level

Show: Window 1

Batch: Student Last Names Afridi - Labrecque

Create Report

View Reports for my Report Groups

For more general information on the uses of report groups, see the "Using Report Groups" resource on the Resources Tab.

On the "Reports" tab,

Home Roster Settings Assignments **Reports** Resources

Class Reports Student Reports

School: Cherry Tree Elementary

1. Choose a Report 2. Choose Report Criteria

1 **Class Profile**
Class Norms
Instructional Grouping Profile
Class Response to Instruction

2 Academic year: Current (2012-2013)

3 Select Students by: Report Group

4 Report Group: Brielle's Special Education Class

5 Subject: Math

Define "On Level": Standard View: Performing at early, mid or late in their current grade level

Set Window

Show: Start: 08/01/2012 End: 07/31/2013

5 Create Report

See page A-6 of this Teacher's Guide for help creating your report groups.

1 Select your Report

- Click on the report you wish to view.

2 Select Students by "Report Group"

- Select an academic year from the "Academic year" drop-down menu.
- Click on the "Select Students by" drop-down menu. Select "Report Group" from the available menu options, instead of "Class."

3 Select your Report Group

- Click on the "Report Group" drop-down menu. The menu will list the names of all the report groups you have created or have been added to by an administrator. Select the report group that you wish to use to generate your report.

4 Select your Subject

- Click on the "Subject" drop-down menu. Select your desired subject.

5 Create your Report

- Continue through the remaining drop-down menus.
- Click the "Create Report" button.
- The report will appear on your screen, displaying data for all of the students in your selected report group and subject.

View Reports from Previous Academic Years

The *i-Ready* system resets itself at the beginning of each academic year. In other words, a “rollover” takes place at the start of the new academic year. The default date for this rollover is August 1. School systems with a usage history longer than one academic year can choose to view current reports or reports from past years. Note that not all current reports are supported in previous years, and the appearance of older reports is subject to change.

To view a report from an earlier year:

1. Select your report by clicking on the report name.
2. Once the report is selected, a box will appear showing the options for that report. The first option will be for “Academic Year,” with “Current” selected as the default. Click on “Current” to view a list of all the available academic years. Click the academic year that you wish to view.
3. Continue to use the drop-down menus to select additional options for your report.
4. Click the “Create Report” button.

The “Resources” Tab

The “Resources” tab provides information useful for planning instruction related to the topics covered in *i-Ready Diagnostic & Instruction*. The available resources are categorized under “Tools for Instruction,” “Resources,” “Additional Resources,” and four buttons that open windows containing related types of resources. These four buttons are: “Reading Resources,” “Mathematics Resources,” “Research Resources,” and “For Parents.” Each of these areas of the “Resources” tab is described in detail below.

Tools for Instruction

- Two dropdown menus appear, allowing you to filter Tools for Instruction by subject and domain.
- Clicking “Get Tools” will open a “Tools For Instruction” pop-up window that offers you all the Tools for Instruction PDFs in the selected subject and domain.
- The first PDF in the “Tools For Instruction” pop-up window contains an introductory PDF. Read this before you access the instructional PDFs for an overview of how to most effectively use these tools with your students.

Resources

Four resources are available to help you get started in *i-Ready* and answer your questions:

- Getting Started
- Frequently Asked Questions
- Administrator User Guide
- This Teacher’s Guide

Reading Resources

Click the blue “Reading Resources” button in the bottom left corner of the “Resources” tab to open up the “Reading Resources” window. In this window, you will find:

- List of all the reading instruction lessons
- State standards (where available) and CCSS correlations for the Reading Lessons
- Best Whole Class *i-Ready Instruction* Lessons for Reading



- A List of High-Frequency Words in *i-Ready Instruction* Lessons
- A List of Vocabulary Words in *i-Ready Instruction* Lessons
- Sample Diagnostic Assessment Reading Items

Mathematics Resources

Click the blue “Mathematics Resources” button near the bottom left corner of the “Resources” tab to open up the “Mathematics Resources” window. In this window, you will find:

- List of all the mathematics instruction lessons
- State standards (where available) and CCSS correlations for the Math Lessons
- Best Whole Class *i-Ready Instruction* Lessons for Math
- Sample Diagnostic Assessment Math Items

Research Resources

Click the blue “Research Resources” button in the bottom left corner of the “Resources” tab to open up the “Research Resources” window. In this window, you will find:

- Document describing the research base for the *i-Ready* Diagnostic Assessment and Instruction Modules
- Document describing Reading research used in the creation of *i-Ready Diagnostic & Instruction*

For Parents

Click the blue “For Parents” button in the bottom left corner of the “Resources” tab to open up the “For Parents” window. In this window, you will find:

- Parent letter for Diagnostic & Instruction, an editable Word document that can be used to introduce the program to parents
- Parent letter for Diagnostic, an editable Word document to introduce the Diagnostic program to parents
- Parent guide PDF, which briefly explains to parents what students see when they log into the i-Ready system, and how it is used.
- Parent handout for “Find a Book, i-Ready,” a PDF that explains Lexile® measures to parents and helps them use the “Find a Book, i-Ready” tool to find books for students.
- All of these documents are available in Spanish. This information is supplied in PDF format. To view them, you will need Adobe PDF Reader, or other appropriate software.

Additional Resources

In the “Additional Resources” area under the “Resources” tab, you will find links to *i-Ready* training webinars and information related to the entire family of *i-Ready* products.

My Account Button

You can change your username, password, and email address at any time by clicking on the “My Account” button in the top right corner of your screen. This button is available from any tab of *i-Ready* (“Home,” “Roster,” “Settings,” “Assignments,” “Reports,” and “Resources”). You will see a pop-up window after clicking, where you can simply enter your new information. Remember to click “Save.”

Switch Program

If you have classes in more than one *i-Ready* product (for example, *STAAR i-Ready*, *EOG i-Ready*, *New York i-Ready*, *California i-Ready*, or *i-Ready CCSS Screener*), you will see a “Switch Program” button in the top right corner of your screen. Click this button to view a list of all your *i-Ready* products.

- The green button represents your state-specific test prep *i-Ready* program (*STAAR i-Ready*, *EOG i-Ready*, *New York i-Ready*, or *California i-Ready*).
- The blue button represents your *i-Ready Diagnostic & Instruction* program.
- The orange button represents your *i-Ready CCSS Screener* program.

Click the button representing the *i-Ready* program you want to view. Clicking the button will open up your *i-Ready* program in your selected product.

Logout of *i-Ready*

Click the “Logout” button in the top right corner of your screen at any time to logout of *i-Ready*. You can logout from any tab of *i-Ready* (“Home,” “Roster,” “Settings,” “Assignments,” “Reports,” and “Resources”).

Appendix B: Reproducibles for Modeling *i-Ready* Login and Student Application Screens

Use these reproducibles with your overhead projector to show students how to log in, and what steps they will take when they first enter the program.

	Page
Figure B-1: Login Screen.....	B-1
Figure B-2: Study Buddy Selection Screen.....	B-2
Figure B-3: Theme Selection Screen.....	B-3
Figure B-4: Subject Selection Screen	B-4
Figure B-5: Start Test Screen A	B-5
Figure B-6: Start Test Screen B	B-6
Figure B-7: Student Application Landing Page A.....	B-7
Figure B-8: Student Application Landing Page B.....	B-8

Figure B-1: Login Screen



Log In | Support

Hello!

User log in



Need Help?


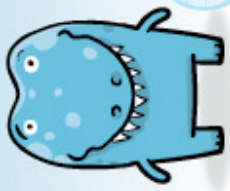
Username



Password

Please select...

Go!










Figure B-2: Study Buddy Selection Screen

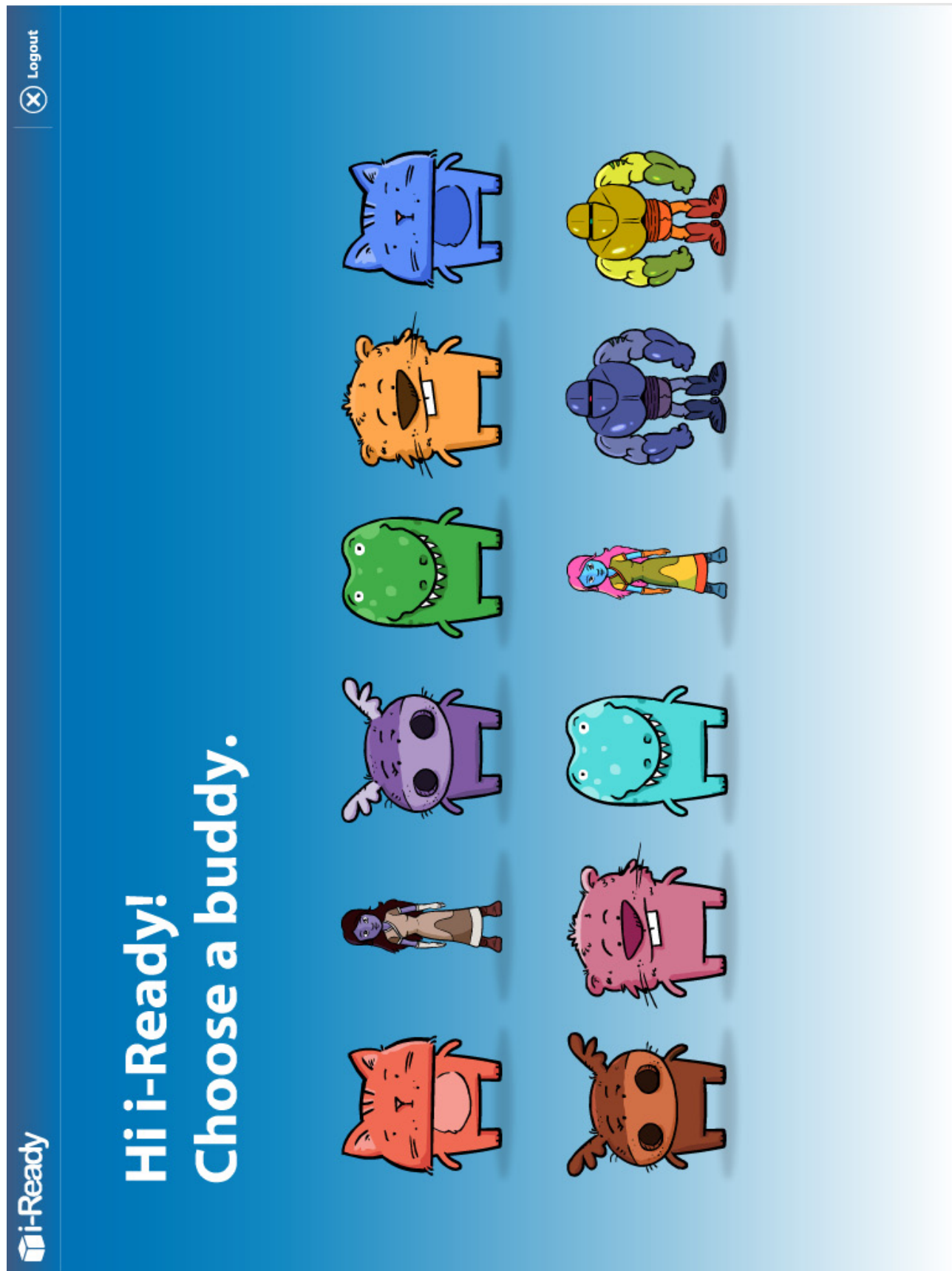


Figure B-3: Theme Selection Screen

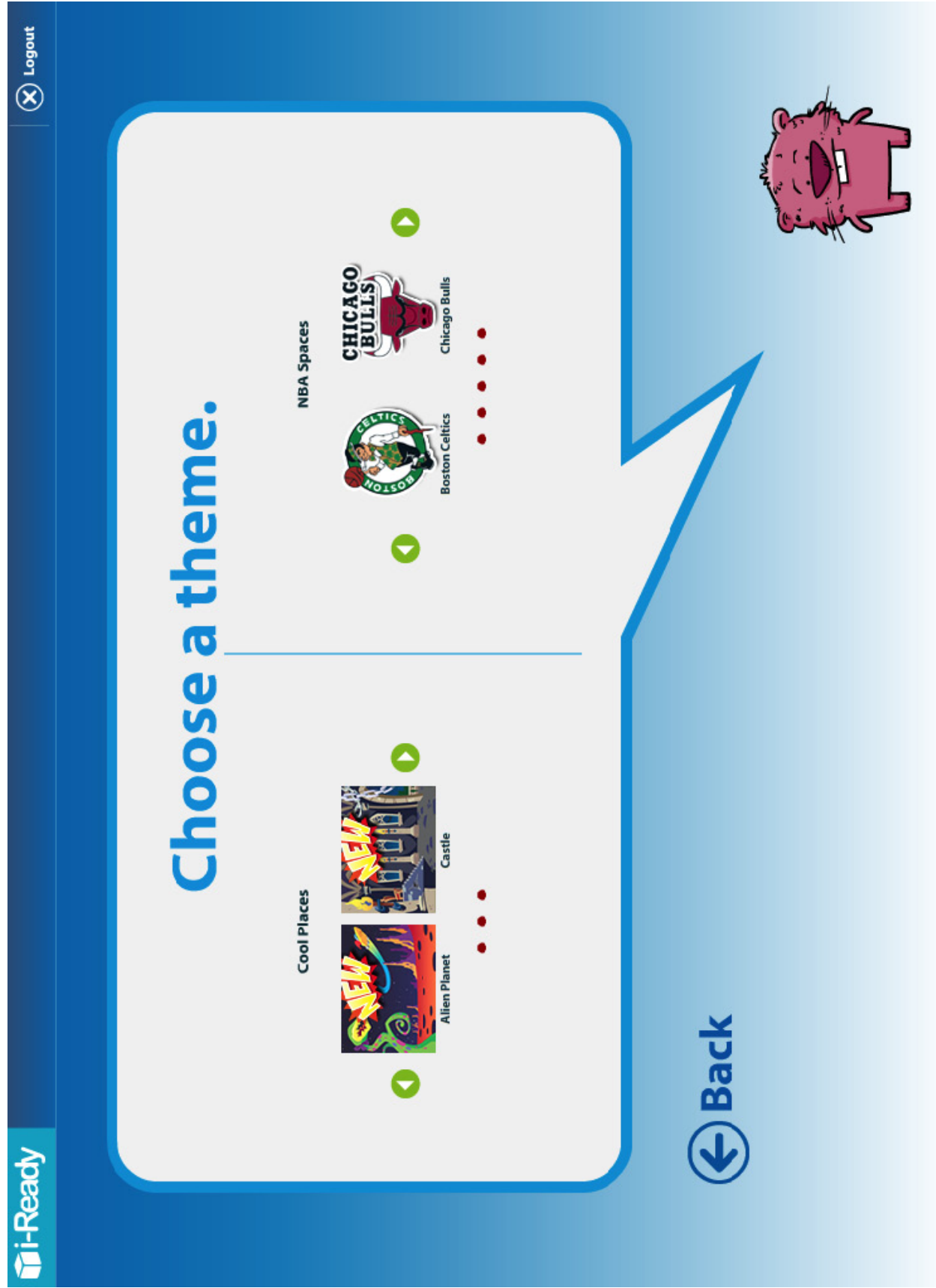


Figure B-4: Subject Selection Screen

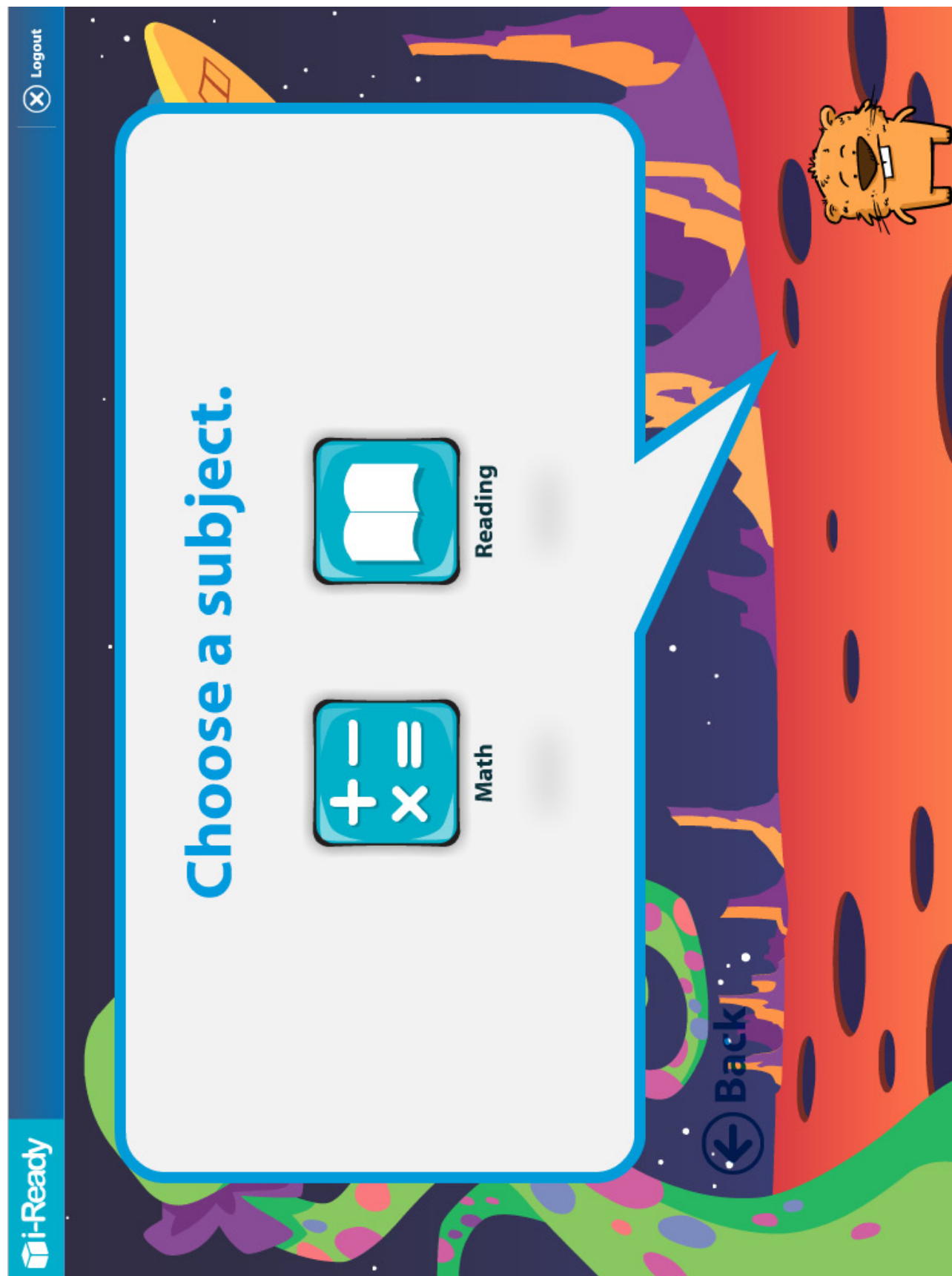


Figure B-5: Start Test Screen A



Figure B-6: Start Test Screen B

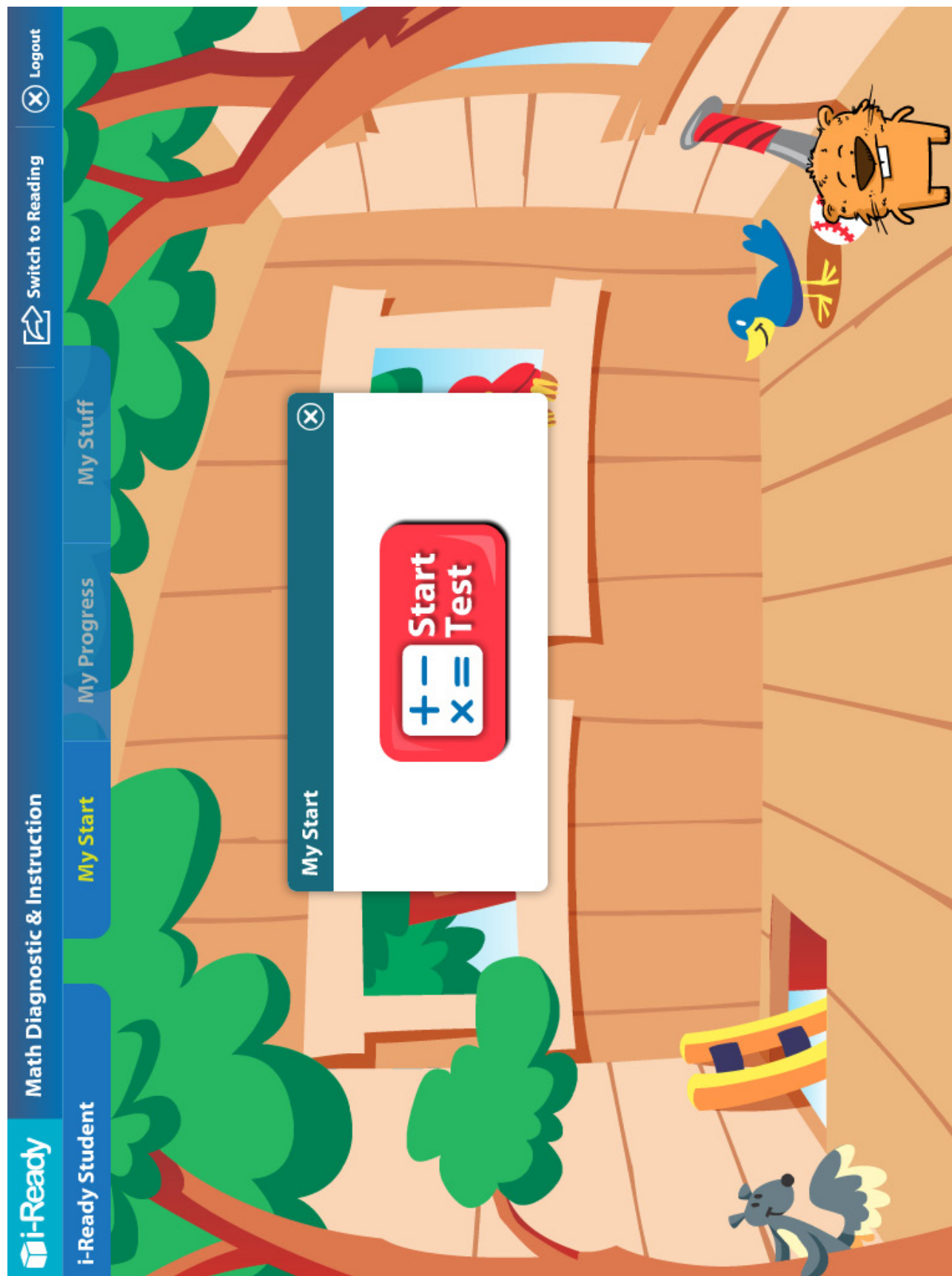


Figure B-7: Student Application Landing Page A

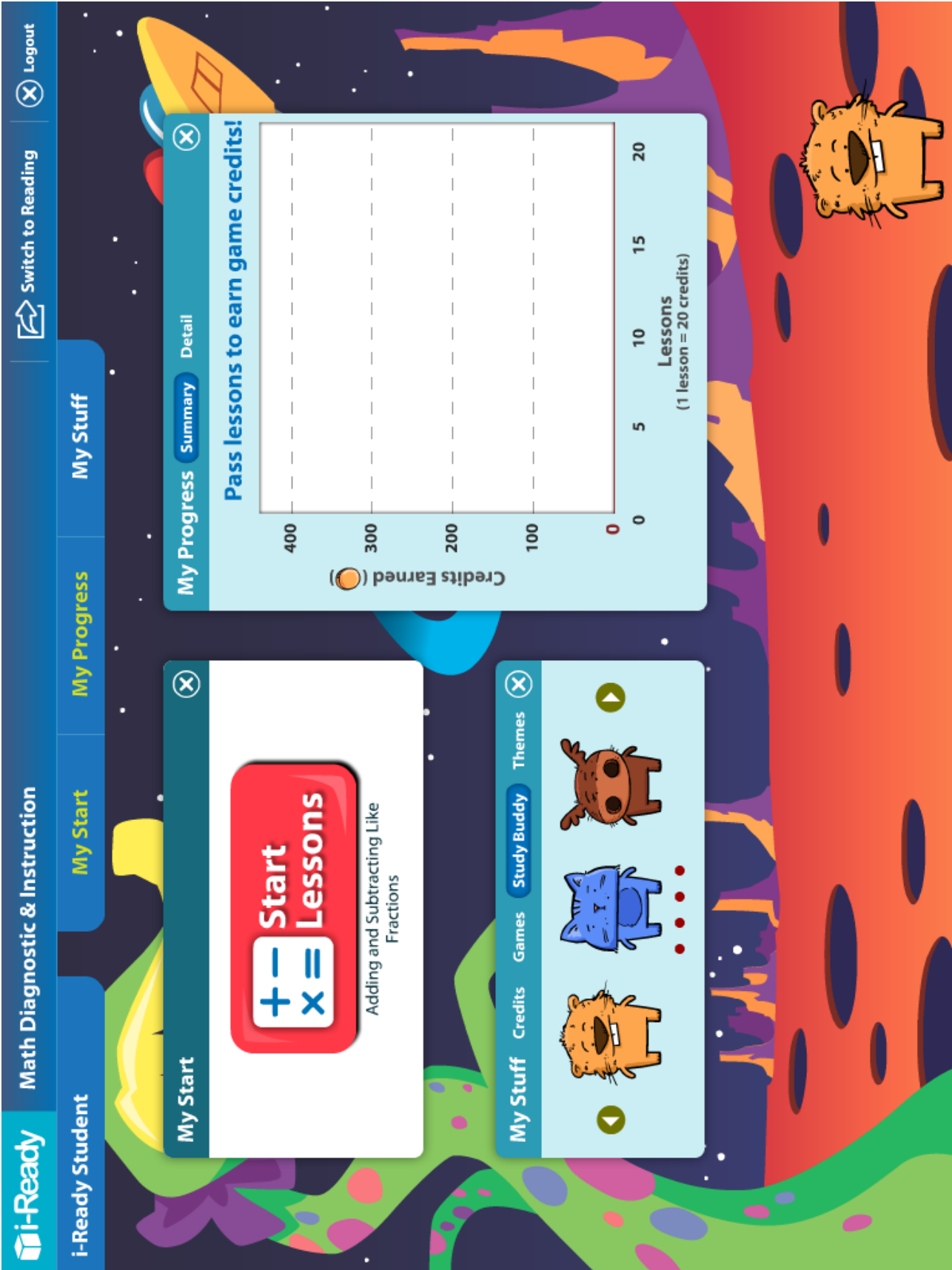
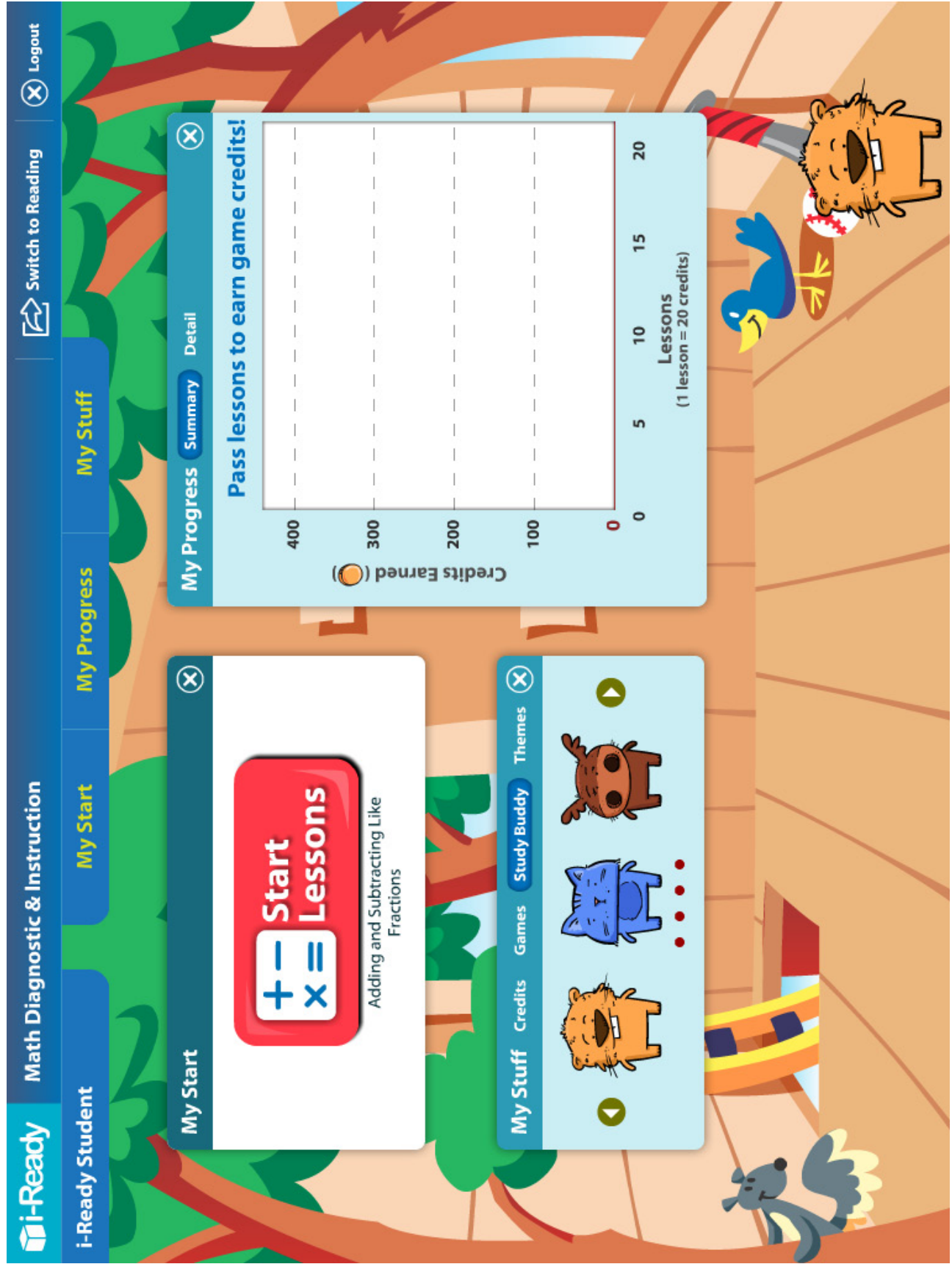


Figure B-8: Student Application Landing Page B



Appendix C: Reproducibles for Modeling the *i-Ready* Diagnostic Assessment

Use these reproducibles with your overhead projector to show students how to navigate through Diagnostic Assessment Items.

	Page
Figure C-1: Math Item Navigation Screen 1, with Audio Buttons.....	C-1
Figure C-2: Math Item Navigation Screen 2, with Audio Buttons.....	C-2
Figure C-3: Reading Item Navigation Screen 1, with Audio Buttons.....	C-3
Figure C-4: Reading Item Navigation Screen 2, with Audio Buttons.....	C-4
Figure C-5: Reading Passage with Multiple Questions Screen	C-5

Figure C-1: Math Item Navigation Screen 1, with Audio Buttons

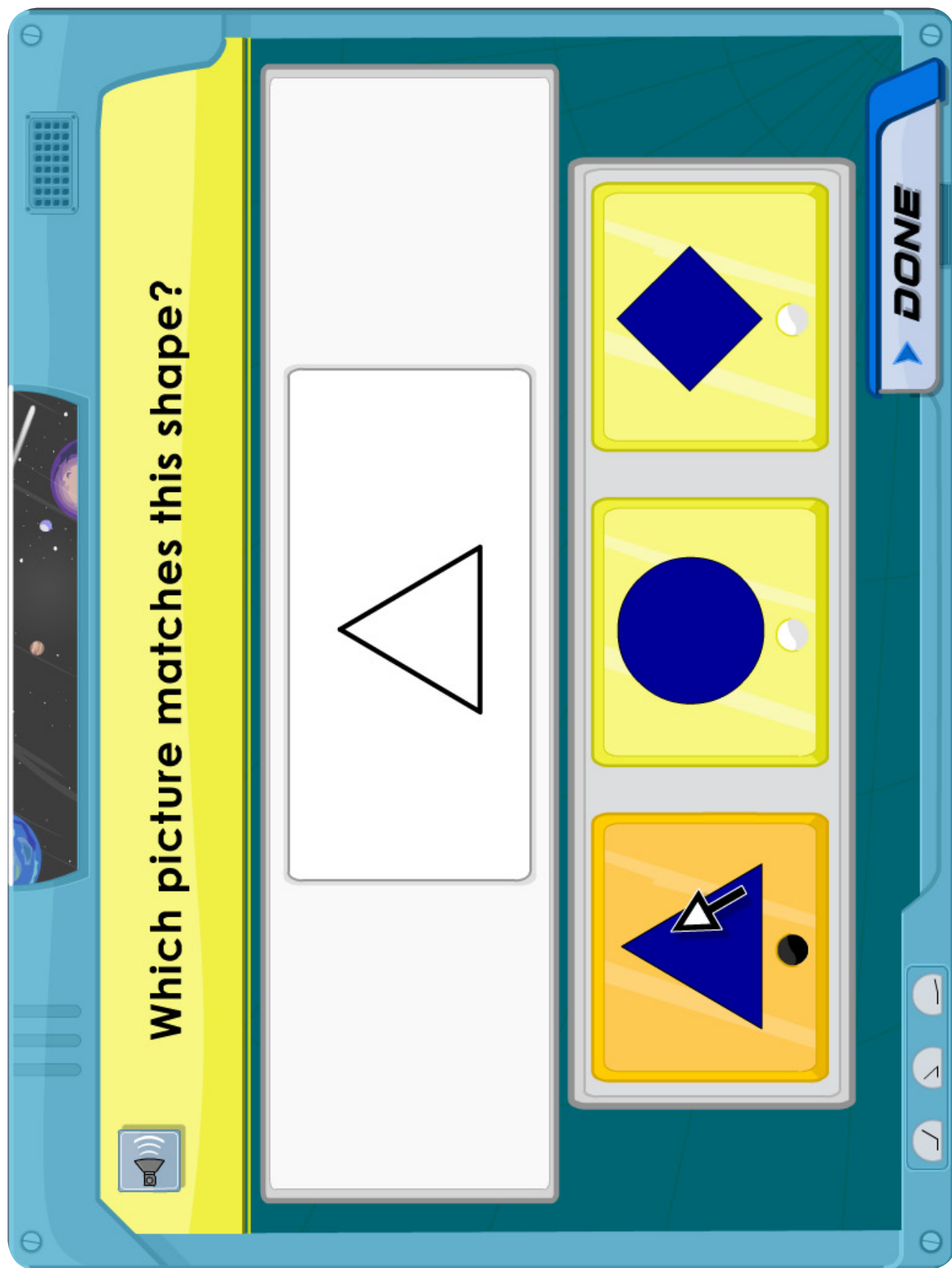


Figure C-2: Math Item Navigation Screen 2, with Audio Buttons

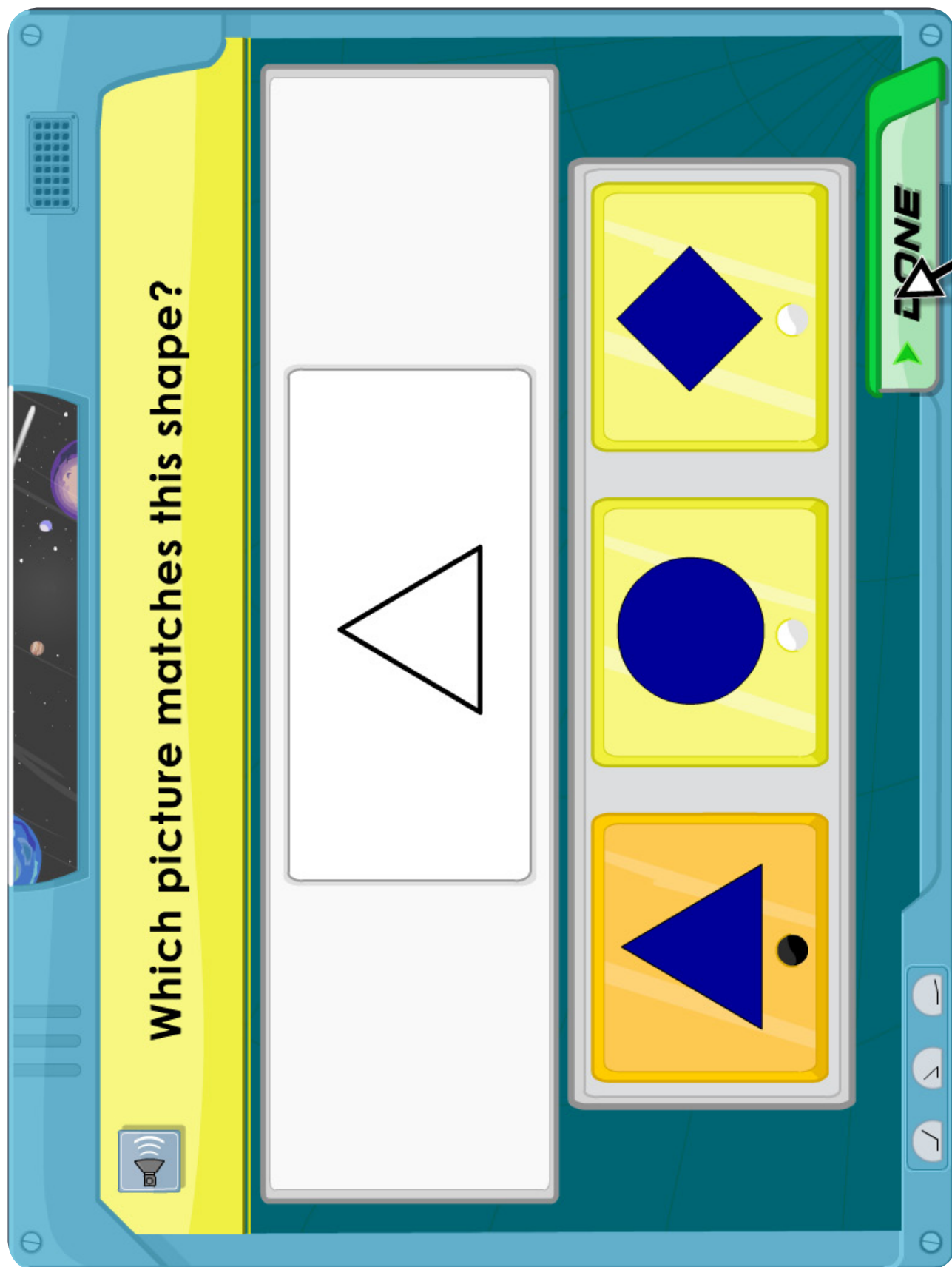


Figure C-3: Reading Item Navigation Screen 1, with Audio Buttons

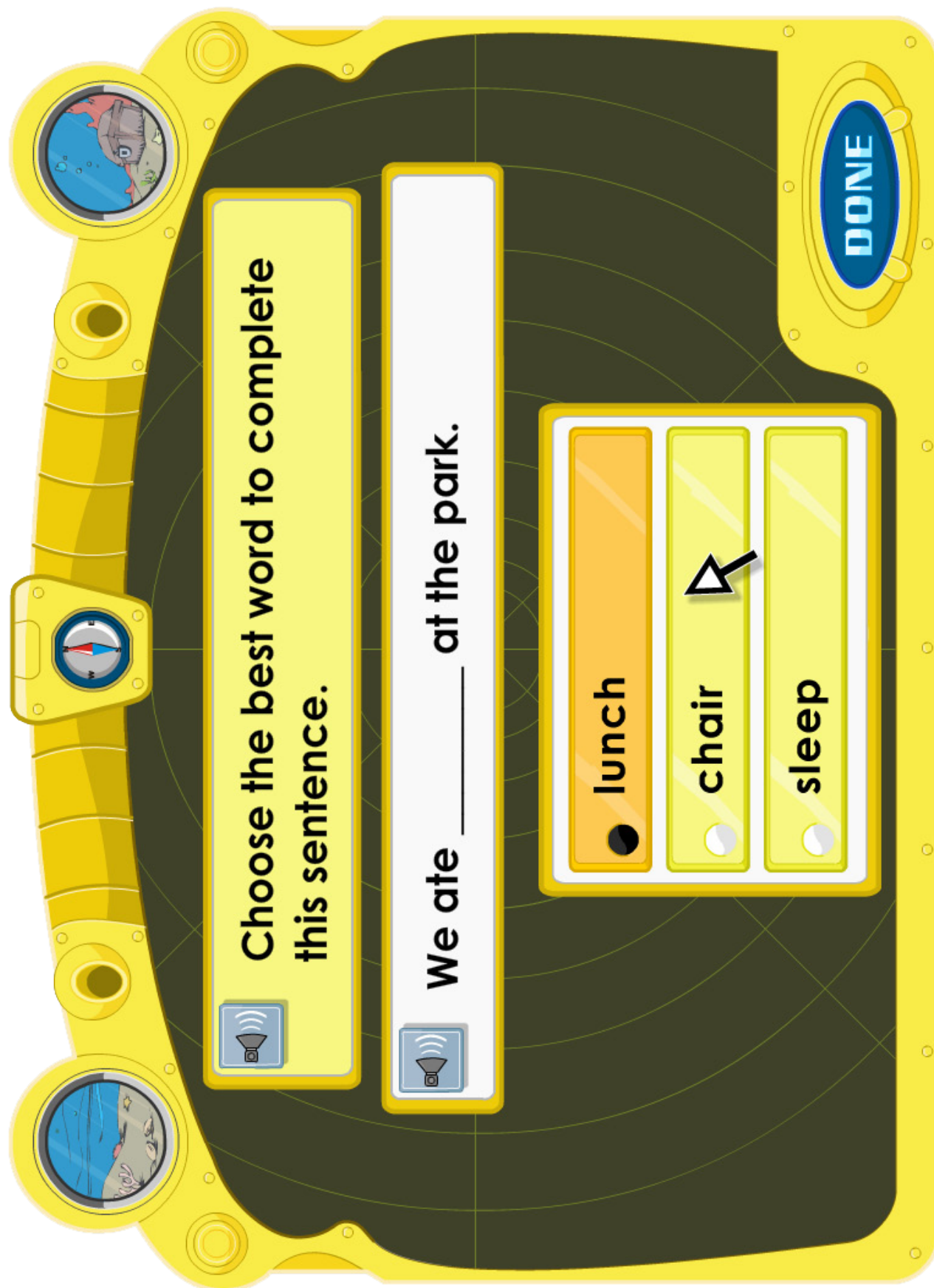


Figure C-4: Reading Item Navigation Screen 2, with Audio Buttons





Figure C-5: Reading Passage with Multiple Questions Screen

The Giant Squid

Imagine being deep in the sea. You see a strange animal. It is longer than a school bus. It weighs more than 10 people put together. Its eyes are as big as dinner plates. It looks a lot like an octopus with two extra arms. It is a giant squid.

The giant squid has no backbone. It is the biggest animal on Earth without

Page 1 of 2



What is the main idea of the first paragraph?

☐ The giant squid has very big eyes.

☐ The giant squid weighs more than 10 people.

☐ The giant squid is a very large animal.

☐ The giant squid is longer than a school bus.

DONE